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AUTHOR Demoze, Fisseha
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ABSTRACT

A study of the implementation and effectiveness of a unique magnet program, this first-year evaluation deals with the International Baccalaureate/Writing Academy magnet program implemented at San Diego (California) High School during the 1985-1986 school year. The first chapter points out issues and concerns of the program, while the second chapter provides background information about the writing academy--a high school program stressing writing for real-life situations, and the international baccalaureate--a program of study stressing international concerns and foreign language skills. This chapter also contains a listing of the evaluation questions used in the study. The third chapter describes the methodology of the study, which included comparison school selection, student selection and testing, instrumentation, data collection and scoring, and data analysis. The evaluation findings are presented in the fourth chapter, including data on the following: (1) evaluation goals/questions/findings; (2) results from the study: equity in student placement; (3) course changes; (4) track mobility; (5) track enrollments; (6) English classes; (7) math classes; (8) schoolwide concerns; (9) results of a teacher survey; and (10) results of a student survey. Discussion and recommendations are the topics of the final chapter, which is followed by a bibliography, seven tables of comparative data, and nine appendixes presenting standardized test results, student writing samples, and survey results. (SKC)

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PLANNING, RESEARCH, AND EVALUATION DIVISION

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SAN DIEGO HIGH SCHOOL

INTERNATIONAL BACCALAUREATE/WRITING ACADEMY

MAGNET PROGRAM

FIRST YEAR EVALUATION

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EVALUATION DEPARTMENT REPORT

CS 210 673

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SAN DIEGO HIGH SCHOOL
INTERNATIONAL BACCALAUREATE WRITING ACADEMY
MAGNET PROGRAM FIRST YEAR EVALUATION

Prepared by
Fisseha Demoze

January 27, 1987

San Diego City Schools
Planning, Research and Evaluation Division
Evaluation Department
Program Evaluation Unit
Elizabeth Tomblin, Assistant Director

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to the
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Who Participated in the Study

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department

SAN DIEGO HIGH SCHOOL
INTERNATIONAL BACCALAUREATE/WRITING ACADEMY
MAGNET PROGRAM FIRST YEAR EVALUATION

EXECUTIVE SUMMARY

I. Issue/Concern

The International Baccalaureate (IB)/Writing Academy magnet program was implemented at San Diego High School for the first time during the 1985-86 school year. This first year evaluation study focuses on the program implementation process, and reports on the initial effectiveness of this unique magnet program in meeting its proposed goals.

Recommendations to Staff

1. Insure that San Diego High teachers, aides, and student teachers continue to participate in inservices/workshops addressing:

   ° the stages of the writing process;

   ° the management/record keeping of students' writing (e.g., portfolios) so that students' progress or the lack of progress can be closely monitored.

2. The Writing Center Staff continue to:

   ° provide demonstration lessons in the writing process in classrooms where needed;

   ° develop and provide instructional materials and guidelines for classroom teachers and students in writing;

   ° reinforce first year efforts; and increase the amount of writing activity and assignments in eleventh grade classes.

3. Administration:

   ° provide funds for the purchase of textbooks and the development of teaching materials for the Writing and IB projects;

   ° devise ways to improve students' attendance rates and discipline;

- minimize class disruptions caused by tardy students;

- work towards integrating "imbalanced" classrooms so that all San Diego High students can benefit from an integrated setting.

4. Commend staff for first year efforts and implementation; and encourage continued improvement.

5. On Equity in Student Placement:

   - High track courses offer students access to important college preparatory knowledge, skills, and advantages. Given the high rate of downward mobility into low tracks, sometimes by changing of courses although the same in content area (e.g. English 5-6 changed to Contemporary Voices in Literature) for low track students. Because low tracks classes offer few if any college preparatory advantage, careful consideration and clear guidelines or criteria should be established for students upward or downward mobility.

   - Minority students, especially Blacks and Hispanics, and females are underrepresented in the high track classes. Every effort should be made to recruit, encourage and maintain (through tutorial services) their placement in high track classes.

Recommendations to the Board of Education

There are no recommendations at this time.

Rationale

The preceding recommendations are based on evaluation findings, document reviews, and student and teacher survey results. Each recommendation relates to an identified need in the implementation of the IB Program/Writing Academy and equity in student placement studies.

Budget Implications

There were no budget implications in this study.

SAN DIEGO HIGH SCHOOL
INTERNATIONAL BACCALAUREATE/WRITING ACADEMY
MAGNET PROGRAM FIRST YEAR EVALUATION

I.
ISSUES/CONCERN

The International Baccalaureate (IB)/Writing Academy magnet program was implemented at San Diego High School for the first time during the 1985-86 school year. This first year evaluation is a study of the implementation process and effectiveness of this unique magnet program in meeting its proposed goals.

II.
BACKGROUND

Introduction

On May 21, 1984, the California State Department of Education Program Advisory Council communicated to selected district superintendents operating high schools regarding the Specialized Secondary Schools legislation. This legislation was enacted as a part of the Hughes-Hart Educational Reform Act of 1983 (SB 813). Program development as well as proposal writing guidelines were provided to school districts interested in submitting proposals to secure start-up funds under the Specialized Secondary Programs.

SB 813, among other things, adds to the Education Code a statement of intent to assist school districts in the establishment of optional specialized high schools to provide advanced instruction and training in high technology fields, the performing arts, and "other curricular areas." The objective is to provide students in grades 9 through 12 with specified types of learning experiences and training while the students are enrolled in school districts in close proximity to urban areas in which the related industries are located. Further, the statement of intent encompasses curriculum development activity by faculty for the benefit of other school districts in the fields of (1) mathematics, (2) science, (3) performing arts, and (4) computer technology.

The San Diego Unified School District submitted a proposal under the Specialized Secondary Schools provision of SB 813, and secured funds from the California State Department of Education for planning and implementing of the International Baccalaureate/Writing Academy Magnet Program at San Diego High School.

Previous studies and experiences across the nation have shown that the most successful magnet programs are those which focus on a limited area of the total educational experience, produce easily verifiable results (performances, computer operations, etc.), and whose focus is perceived by parents and students to be important in the students' development. The International Baccalaureate/Writing Academy Magnet Program at San Diego High School was implemented to meet these criteria.

What is the Writing Academy?

The Writing Academy program at San Diego High School, according to Storms (1985), is based on the premise that the ability to write clearly enhances communication and fosters critical thinking skills by providing opportunities to gather, describe, compare, evaluate and synthesize information and ideas. The writing and thinking process are closely interwoven in that both require gathering and sorting of information (pre-writing), describing and comparing information (drafting), evaluating and analyzing perceptions (revising), applying of concepts and information (redrafting), and presenting of final ideas (redrafting/postwriting). The writing process and its prerequisite language skills -- reading, speaking and listening -- are strongly emphasized in all curriculum areas. Writing is not taught as a separate academic entity but as an integrated technique designed to enhance students' comprehension of all courses.

Throughout the curriculum at San Diego High, writing is stressed and practiced as a means of developing, clarifying and expressing knowledge and ideas related to subject matter. Writing activities across the curriculum focus on research and analysis of events and process, criticism and analysis of the Model Curriculum Standards Core Reading works, integration and interpretation of research resources, and application of ideas and concepts through creative writing. By participating in the Writing Academy program, San Diego High School students produce samples of real-life writing developed for various audiences including peers, business people and newspapers. Some of the writing assignments students are exposed to include information reports, news stories, advertisements, letters of complaint, newspaper editorials, process descriptions, personal essays, word problems, short stories and poems. Many students produce complex pieces of written work involving greater skill in information gathering and analysis, but the emphasis is always on the subject matter being learned (see samples of students writing in Appendix I).

In the first year of program implementation, the San Diego High School writing resource teachers, classroom teachers in all subject areas, and the general school staff worked to improve student comprehension and retention of information by using writing as a learning strategy in all classes.

What is the International Baccalaureate (IB)?

The International Baccalaureate program has a long and rich history that dates back some sixty years when the International School of Geneva was established in 1927 under the auspices of the League of Nations. The founders' objectives were to meet the specific educational demands of "an international community such as existed in Geneva, to draw upon the most advanced teaching methods used in Geneva... and to imbue the new school community in which the students were to live and grow with an earnest belief in 'internationalism'."[1]

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[1]International School of Geneva, "Student Parents Handbook" (Geneva: International School of Geneva), page 7.

Twenty years later in 1947, the United Nations International School (UNIS) was founded by parents working in the United Nations Headquarters in New York who were anxious about the "denationalization" of their children and wanted to provide for them an education in the spirit of the United Nations Charter. This signified the move of IB beyond its Euro-centric origins.

Through the initiative of the International School of Geneva, the International Schools Association (ISA) was formed in the 1950's and provided a much needed forum for the discussion of issues affecting expatriate families and international schools: constant mobility, cultural displacement, variations of curricula from country to country, the consequence problems of school-to-school transfer, and the diversity of school-leaving and university entrance requirements.

In 1963, the ISA established the International Schools Examination Syndicate (ISES) at Oxford University to develop an international school-leaving examination. A year later the syndicate was legally established as the International Baccalaureate Office (IBO) in Geneva.

The excellence of the International Baccalaureate has since been validated by ministries of education in more than forty countries, and is recognized for admission and advanced standing by such diverse and prestigious educational institutions as Cambridge, Harvard, Yale, CalTech, the University of California, and the Sorbonne.

The standard of excellence is maintained by IBO through its rigorous system of internal and external assessment as well as the involvement of all member schools in the issues of curriculum quality.

The International Baccalaureate Diploma is awarded by IBO to students who complete course work and stand for external examination in six subject areas: Language A (native language), Language B (a second language), a study of man (history, geography, etc.), experimental sciences (biology, physics, etc.), mathematics, and a sixth subject area (which may include computer studies, plastic arts, music, etc.) Three subjects must involve two years of advanced study and three subjects must involve one year of advanced study during grades 11 and 12. Diploma candidates must also take a special interdisciplinary course called Theory of Knowledge, prepare an extended essay reflecting independent research and analysis, and show evidence of 100 hours of school and community services.

According to Fox (1985), some of the main factors influencing schools' decisions to adopt the IB Program in the United States are academic excellence, the challenge inherent in the syllabus, the appeal to gifted students, the opportunity to upgrade and enrich the curriculum schoolwide, international features, the integrated structure of the IB program of studies, and its highly motivating effect on both teachers and students.

The philosophy and structure of the IB program emerge as important factors in its success within school districts across the nation striving for racial integration. Schools in Atlanta, Houston, Chicago, Milwaukee and Los Angeles, for instance, are successfully using the IB program as a focal or magnet program with emphasis on academic standards and excellence to attract system-wide enrollments of able students, and to improve their image within their local communities.

Evaluation Questions

This study attempts to address the following project goals and/or objectives:

- San Diego High School students who are in the International Baccalaureate/Writing Academy Magnet Program will develop higher order thinking skills.
- San Diego High students will improve their writing skills as a result of their exposure to the IB program/Writing Academy.
- San Diego High students' written work will be published in school and community publications/newspapers.
- San Diego High students in the IB program/Writing Academy will learn to use the writing process.
- Teachers at San Diego High will maintain portfolios showing students' writing in each of their classes.
- San Diego High teachers will use writing as an instructional strategy in all subject areas.
- San Diego High will raise the academic level of all courses especially those in the International Baccalaureate.
- All San Diego High teachers and especially teachers of language minority students will be inserviced in teaching the writing process.
- San Diego High will develop a partnership with San Diego State University (SDSU) and benefit from this academic relationship.
- All Limited English Proficient (LEP) students at San Diego High will be assessed to determine their current literacy level.
- Proposal will be developed for strengthening language skills of students who are not sufficiently literate so that they can participate successfully in the San Diego High curriculum.
- SDSU student teachers from the Department of Multiculture and Policy Studies will be placed in LEP classrooms to reduce student/teacher ratio.
- The IB/Writing Academy program at San Diego High will provide opportunities for all students to benefit from an enriched academic curriculum in an integrated setting.
- A teacher survey will be developed to assess school staff opinions/attitudes towards the Writing and IB projects.
- A student survey will be developed to assess San Diego High students' opinions/attitudes towards the International Baccalaureate and Writing Academy programs.

III.
METHODOLOGY

Comparison School Selection

In May 1985, Hoover High School was identified as the comparison school for San Diego High in the evaluation of the San Diego High School IB/Writing Academy magnet program. This decision was based on a survey of nine evaluators and supervisors who were familiar with the two schools, on a study of comparability and ranking of the two schools on the districtwide CTBS results (11th grade only), and on a comparison of the 1984-85 school year ethnic distribution for tenth and eleventh graders.

TABLE 1
SAN DIEGO HIGH VS. HOOVER HIGH
COMPARISON BY ACADEMIC ACHIEVEMENT
(BASED ON DISTRICTWIDE ELEVENTH GRADE CTBS FALL 1984)

	San Diego High		Hoover High	
	Rank	Percentile Rank	Rank	Percentile Rank
Total Reading	13	47	13	47
Total Language	13	33	12	34
Total Math	14	55	12	59
TOTAL	13.3	47	12.3	48

According to the Fall 1984 districtwide test results, both schools ranked 13th in total reading. In total language and total math, San Diego High School ranked 13th and 14th, respectively; whereas, Hoover ranked 12th in both total language and total math.

TABLE 2
SAN DIEGO HIGH VS. HOOVER HIGH
ETHNIC DISTRIBUTION BY GRADE
(1984-85 SCHOOL CENSUS)*

	San Diego High						Hoover High					
	Grade 10		Grade 11		Total		Grade 10		Grade 11		Total	
Ethnicity	N	%	N	%	N	%	N	%	N	%	N	%
Hispanic	233	24	214	22	447	46	105	10	115	11	220	22
White	163	17	135	14	298	31	195	19	171	17	366	36
Black	53	5	71	7	124	13	81	8	57	6	138	13
Asian	48	5	45	5	93	10	146	14	133	13	279	28
Other	3	--	1	--	4	--	5	1	4	--	9	1
TOTAL	500	51	466	48	966	100	532	52	480	47	1012	100

*1984-85 pupil ethnic census.

Based on Spring 1985 10th and 11th grade student enrollment, the ethnic distribution of San Diego High School was: 46 percent Hispanic, 31 percent White, 13 percent Black, and 10 percent Asian. At Hoover High School the ethnic distribution was: 22 percent Hispanic, 36 percent White, 13 percent Black, and 28 percent Asian. Although there are discrepancies between Hispanic and Asian student enrollment in the schools, the schools' overall achievement rankings are comparable.

Student Selection and Testing

According to the Spring 1985 San Diego High School enrollment roster, there were about 500 students in 10th grade and about 466 in 11th grade. A random sample of 250 students was drawn from each grade level to participate in the critical thinking appraisal test. An alphabetized roster with "artificial" identification numbers was also prepared for the randomly selected 250 students at each grade level. From this list, approximately 125 students (excluding IB students) with odd identification numbers were selected at each grade level to take the "writing prompt" tests. All IB students (55 in 10th and 27 in 11th grade) were included in both the writing and critical thinking appraisal tests. At San Diego High, randomly selected students were pulled out from the various 10th and 11th grade classes and tested in a large auditorium.

Unlike San Diego High School (where individual students were randomly assigned to participate in the evaluation), because of school administration constraints, the random sampling for 10th and 11th grade students at Hoover High School (the comparison school) was achieved by classroom. At the 10th grade level, of the total of 12 classrooms, students in seven classrooms were randomly chosen to take the critical thinking appraisal test; and then students in four out of these seven classrooms took the writing sample prompts. At the 11th grade, from a total of 15 classrooms, students in seven classrooms were randomly selected to take the critical thinking appraisal (CTA) test; and students from four of these seven classrooms took the Writing Prompts. At Hoover High School, about 210 students in the 10th grade and about 200 students in the 11th grade were

identified to take the critical thinking appraisal test. Of these 115 from the 10th grade and 110 from the 11th grade were identified for the Writing Prompts. These students in the randomly selected classes took the tests in their own classrooms.

Table 3 summarizes the ethnic distribution of 10th and 11th grade students who took the CTA pretest at both schools.

TABLE 3
SAN DIEGO HIGH VS. HOOVER HIGH
ETHNIC BACKGROUND OF STUDENTS WHO TOOK CTA PRETEST
BY GRADE

	San Diego High						Hoover High					
	Grade 10		Grade 11		Total		Grade 10		Grade 11		Total	
Ethnicity	N	%	N	%	N	%	N	%	N	%	N	%
Hispanic	40	11	46	13	86	25	30	8	27	7	57	15
White	72	21	60	17	132	38	89	23	67	18	156	41
Black	10	3	9	3	19	5	25	7	16	4	41	11
Asian	13	4	7	2	20	6	18	5	20	5	38	10
Other	25	7	15	4	40	11	42	11	22	6	64	17
Unspecified	35	10	16	5	51	15	5	1	18	5	23	6
TOTAL	195	56	153	44	348	100	209	55	170	44	379	100

Students were also classified by the primary language spoken at home. Table 4 shows a breakdown of those students whose primary language is English by school and grade level. Of those who took the pretest, a total of 58 and 72 percent of San Diego High and Hoover High students, respectively, noted that English was the primary language spoken at home (Table 4).

TABLE 4
SAN DIEGO HIGH VS. HOOVER HIGH
LANGUAGE BACKGROUND OF STUDENTS WHO TOOK CTA PRETEST
BY GRADE

	San Diego High						Hoover High					
Language	Grade 10		Grade 11		Total		Grade 10		Grade 11		Total	
Background	N	%	N	%	N	%	N	%	N	%	N	%
English Primary Language	115	33	88	25	203	58	163	43	108	28	271	72
English Not the Primary Language	40	11	47	14	87	25	41	11	44	12	85	22
Unspecified	40	11	18	5	58	17	5	1	18	5	23	6
TOTAL	195	55*	153	44*	348	100	209	55	170	45	379	100

*Percents may not add up to 100 due to rounding.

The numbers of IB and non-IB students who took the pretest at San Diego High are also presented on Table 5. Overall results indicated that 19 percent (13 and six percent, at 10th and 11th grades, respectively) of the participants were IB students (Table 5).

TABLE 5
SAN DIEGO HIGH
IB AND NON-IB STUDENTS WHO TOOK CTA PRETEST
BY GRADE

	San Diego High					
	Tenth Grade		Eleventh Grade		Total	
	Number	Percent	Number	Percent	Number	Percent
IB Students	45	13	22	6	67	19
Non-IB Students	117	34	122	35	239	69
Unspecified	33	9	9	3	42	12
TOTAL	195	56	153	44	348	100

Instrumentation

The Watson-Glaser Critical Thinking Appraisal (CTA): Critical thinking is operationally defined as the ability to perform correctly the universe of tasks represented by the ability to discriminate among degrees of truth or falsity (inference); recognize unstated presuppositions in given statements (Recognition of assumptions); determine whether certain conclusions necessarily follow from information in given statements (deduction); weigh evidence and decide if generalizations based on given data are warranted (interpretation); and distinguish between arguments that are strong and relevant and those that are weak and irrelevant to a particular issue. The Watson-Glaser CTA includes subtests for each of these areas. The total score yielded by the five subtests is believed to represent a valid estimate of individuals' proficiency with respect to these aspects of critical thinking. The CTA provides normative data in percentiles for a combined raw score of the subtests for grades 9 through 12.

Writing Prompts: The Writing Prompts, "A Story of a Good Dog" (Form A) and "Somebody's Son" (Form B), were taken from the Reading, Thinking and Writing Assessment Results of the 1981 National Assessment of Educational Progress Handbook [Report No. 11.L.01]. These prompts are standardized tests with scoring guidelines. The essays are scored on scales of zero to five; five being the highest or perfect score.

Surveys: Student and teacher surveys (for San Diego High School only) were developed in collaboration with the school staff (teachers and project coordinators) to assess students' and teachers' perceptions and attitudes towards the implementation and effectiveness of the IB/Writing Academy magnet program at San Diego High School.

Data Collection and Scoring

The Watson-Glaser Critical Thinking Appraisal (CTA) Form A, and Writing Prompts Forms A and B (administered alternatively) pretests were administered at both schools -- San Diego High School (treatment school) and Hoover High School (comparison school) between mid-October and mid-November 1985.

In May 1986, posttests were administered using Form B of the Watson-Glaser and alternate forms (Form A and B) of the Writing Prompts to the same students who took the pretests at San Diego and Hoover high schools.

The CTA pre/post tests (Forms A and B), which are parallel tests, were scored by Evaluation Department staff using scoring keys. The Writing Prompts pre/post written essays were scored by trained scorers from the San Diego Area Writing Project, under contract with the English and Language Arts Unit of the San Diego City School District. Students' names, grade levels, school and pre/post test identifiers were removed from each student's written samples before the tests were handed over for scoring. This procedure was used to remove scorers' biases.

Data Analysis

The Watson-Glaser Critical Thinking Appraisal total raw score is normed on the basis of percentile scores. Percentile scores are not amenable to statistical manipulation because they do not constitute equal interval scale across the normal curve distribution. To overcome this obstacle each student's pre/post data on the CTA and CTBS were converted to Normal Curve Equivalents (NCEs). Normal Curve Equivalents are normalized standard scores that are almost like percentile ranks; they have a mean of 50 and a standard deviation of approximately 21. Unlike percentiles, NCEs have the added advantage of being based on an equal-interval scale and are amenable to statistical analysis (they can be averaged).

Pre/post data from the CTA, Writing Prompt, and teacher and student surveys were analyzed using the Statistical Package for the Social Sciences (SPSS PC). Simple frequency distributions, and t-test comparisons of pre/post data on the CTA and Writing were performed for each school by grade, ethnic (majority/minority),and IB students (San Diego High only). Analysis of covariance (ANCOVA) was also utilized to adjust for differences on the pretest means wherever necessary. The ANCOVA procedure was utilized for CTA and Writing pre/post tests.

IV.
FINDINGS

EVALUATION GOALS/QUESTIONS	EVALUATION FINDINGS
1. San Diego High students who are in the IB/Writing Academy Magnet program will develop higher order thinking skills.	1. Although San Diego and Hoover high schools both made significant gains on the Watson-Glaser Critical Thinking Appraisal when each school's pre/post data were examined using t-test for each grade level (Appendix A), no significant differences were found between San Diego High and Hoover High on the critical thinking test when initial differences for pretest means were controlled using analysis of covariance (Appendix B). Pre/post data for the writing and critical thinking appraisal tests were also examined for San Diego High IB students. Pre/post t-test results for both 10th and 11th grade students showed no significant difference either in the writing or critical thinking tests (Appendix E).
2. San Diego High students will improve their writing skills as a result of their exposure to the IB/Writing Academy program.	2. Pre/post results on the writing prompts for San Diego and Hoover high schools failed to show any significant differences when data were examined for each school by grade levels (10th and 11th grades). However, when the pre/post writing scores were examined comparing the two schools using analysis of covariance (adjusting for pretest mean differences), a significant difference was found. Hoover High did significantly better than San Diego High in writing (Appendix C and D).
3. San Diego High students' written work will be published in school and community publications/newspapers.	3. Survey results from a sample of 27 teachers had 59 of their students who published their writings in 'school newspaper;' five teachers had eight students who published in 'community newspapers;' six teachers had ten students who published in 'local/national papers;' four teachers had 11 students who

EVALUATION GOALS/QUESTIONS	EVALUATION FINDINGS
	3. Cont. published in 'journals;' and three teachers had 73 students who published their writing in such media as City Alive, The Write Stuff, 'Students Yearbook,' etc. Some of the student publications appeared in City Alive (3), Forum (1), Home Bulletin (4), The Los Angeles Times, and The San Diego Tribune (refer to Appendix I for some of the students published works).
4. San Diego High students in the IB Writing Academy program will learn to use the writing process.	4. The writing process involves pre-writing, drafting, responding (reacting to a draft), revising/editing, final draft, and post/final writing. The Writing Center resource teacher pulled out a sample of 228 students' portfolios from 18 classrooms representing English, Math, ESL, Physical Education, Physical Science, Social Studies, and Spanish classrooms. Fourteen classroom teachers from various departments were identified to review each student's portfolio for the presence or absence of the above noted 'writing process.' Results indicated that of the total 228 portfolios (students' writing samples) examined, 78 percent of the portfolios had evidence of pre-writing, 82 percent had drafting, 50 percent responding, 50 percent revision/editing, 64 percent final draft, and eight percent had postwriting (for details refer to Appendix F).
5. Teachers at San Diego High will maintain portfolios of students showing students' writing in each of their classes.	5. The Writing Center resource teacher showed the evaluator a sample of 288 students' portfolios representing 18 classrooms covering almost all subject areas. Teacher survey results (Appendix G) also

EVALUATION GOALS/QUESTIONS	EVALUATION FINDINGS
	5. Cont. indicated that 55 percent of the teachers who responded had portfolios for under ten percent of their students, four percent had portfolios for 26 to 50 percent of their students, and 30 percent of the teachers had portfolios for 50 to 100 percent of their students.
6. San Diego High teachers will use writing as an instructional strategy in all subject areas.	6. The Writing Center resource teacher's report and review of Writing Center staff activities indicated that classroom teachers were provided with inservices, demonstration lessons, group writings, material development, and evaluation and production of students' written work. These support activities which were reportedly performed across all subject areas helped teachers implement the writing process across all curricula.
7. San Diego High will raise the academic level of all courses especially those in the International Baccalaureate.	7. With the exception of IB Math Prep (Course # 4291-01) and Theory of Knowledge (Course # 6771-03), no new courses have been introduced at San Diego High as a result of the IB/Writing Academy program. However the level of expectations of IB teachers and students has dramatically increased because IB students would have to have an indepth knowledge of the courses they take in order to pass the IB examination which is assessed externally by the International Baccalaureate Office in Geneva (IBO).
8. All San Diego High teachers and especially those teachers of language minority students will be inserviced in teaching the writing process.	8. San Diego High teachers have participated in a number of workshops/inservices; however, the number of participants in each workshop is not available. Some of the workshops teachers attended include: the San Diego area Writing Project Conference, California

EVALUATION GOALS/QUESTIONS	EVALUATION FINDINGS
	8. (cont.) Association of Teachers of English, San Diego County Education Literature Conference, Cooperative Writing Series (in English and in Social Studies), Writer's Forum, etc. In addition, a number of classroom workshops were presented by the Writer in Residence (WIR) and the Writing Center resource staff at the school.
9. San Diego High will develop a partnership with San Diego State University and benefit from this academic partnership.	9. A writing specialist from the Writing Cooperative at SDSU worked at San Diego High for 20 hours a week during the 1985-86 school year in such capacities as inservicing teachers, making classroom demonstration in writing, training aides, and serving as a linkage between San Diego High and SDSU Educational Opportunity Program (EOP). The writing resource teacher at San Diego High also inserviced about 35 K-12 student teachers at Point Loma Nazarene College.
10. All LEP students at San Diego High will be assessed to determine their current literacy level.	10. Records from the Second Language Education Unit of San Diego High indicated that 144 students (129 Hispanic, eight Cambodian, two Chinese, three Filipino, and two Laotian) were assessed; their literacy level was determined, and they were placed in their appropriate classes.
11. A proposal will be developed for strengthening language skills of students who are not sufficiently literate to participate successfully in the San Diego High curriculum.	11. According to the Second Language Education Department, the Spanish Achievement Goals Program (AGP) Level I currently operating at San Diego High is designed to provide literacy skills in Spanish and also as a bridging course for students who lack the proficiency in English. The Level I Spanish curriculum provides both reading and writing instruction.

EVALUATION GOALS/QUESTIONS	EVALUATION FINDINGS
12. SDSU student teachers from the Department of Multiculture and Policy Studies will be placed in the LEP classrooms to reduce student/teacher ratio.	12. A total of eight student teachers (four student teachers each semester) from SDSU were assigned to San Diego High. In addition to learning how to teach LEP students, the presence of these student teachers helped LEP teachers individualize classroom instruction. One student volunteer from Point Loma Nazarene College also worked both in LEP and non-LEP classes at San Diego High School.
13. The IB/Writing Academy at San Diego High will provide opportunites for all students to benefit from an enriched academic curriculum in an integrated setting.	13. (Refer to pages 15 to 19 for details on Equity in student placement.)
14. A teacher survey will be developed to assess school staff opinions/attitudes towards the Writing and IB projects.	14. (Refer to pages 19 through 22 for detailed teacher survey results.)
15. A student survey will be developed to assess San Diego High students' opinions/attitudes towards the IB/Writing Academy program.	15. (Refer to pages 22 through 23 for detailed student survey results.)

Results from the Study: Equity in Student Placement

According to the report produced by the Community Relations and Integration Services Division on Classroom Ethnic Balance (August 1986), San Diego High had 85 (27 percent) of the total 317 classrooms imbalanced during the first semester. Of the total 85 imbalanced classes, 50 (59 percent) of the classes had "justifiable" explanations, whereas, 35 (41 percent) had no "justifiable" reasons.

Classroom balance for the second semester showed that 63 (21 percent) of the total 304 classes were imbalanced. Thirty-five (56 percent) had "justifiable" reasons, and 28 (44 percent) had no "justifiable" reasons.

In addition, as part of the "Equity in Student Placement"[1] second year study (1985-86), a sample of six classes at San Diego High were selected to represent three track levels in math and English for 11th graders. These classes were observed, and the teachers were interviewed and then asked to complete questionnaires describing curriculum and evaluation practices. The table below shows which track levels were represented, which courses chosen, how many sections of each course were offered, and what proportions of the student population were enrolled at each track level.

TABLE 6
TRACK LEVELS AND COURSES SELECTED,
SECTIONS OFFERED, AND TRACK PROPORTIONS

Track Level	Course Chosen	Number of Sections Offered	Percent of Students Enrolled/Tracked
Math			
Advanced	Adv. Math 7-8	1	53
Intermediate	Int. Alg. 1-2	4	33
Low	Career Math 1-2	3	14
English			
Advanced	Adv.Am. Lit.-I.B.	2	18
Middle	Am. Lit. 1-2	6	48
Low	Contemp.Voc.Lit.	6	34

*In math, track proportions are based upon the number of sections and are for all students enrolled in math, grades 10-12. In English, track proportions are based upon the number of students enrolled and are proportions of 11th graders.

[1]The San Diego High "Equity in Student Placement Study" was part of the district's study and was furnished by Merrilee Finley.

Course Changes

Two of the English courses selected represented course changes in the high and low tracks from the previous year. In the previous year (1984-85), San Diego High had offered six sections of "English 5-6" for the low track; in the study year, it offered six sections of "Contemporary Voices in Literature." When asked about this change, the vice-principal explained that the change had been recommended as a more appropriate course for a school offering the International Baccalaureate (IB) Program. The selected teacher of this year's (1985-86) course described the change as mainly a change in title. She was using the same curriculum and materials she had used in previous years in "English 5-6." (Two other teachers also taught the course; she did not know what they were using.) A second course change in English was in the high track. In the previous year, San Diego High offered three sections of "Advanced American Literature." In the study year, it began with three sections of "Advanced American Literature--International Baccalaureate," a highly rigorous literature course which is part of the IB program. One section was dropped after the first semester. This resulted in a 24 percent reduction of students originally placed in this new advanced course. The teachers involved claimed that counselors had misprogrammed students who were capable enough but not committed enough to do the rigorous work of the new course. Teachers would like to see a course between regular American Literature and IB Advanced American Literature for such students. Whether or not the initial recruitment was designed with equity in mind was unclear from teacher reports. The class which developed during the year for the IB drop-outs (also selected for study as a middle track class) was more ethnically balanced than the remaining IB class.

Track Mobility

Track Mobility is slight in both math and English. What movement there is from one track to another is usually downward rather than upward.

Track Enrollments

Class size varied in the selected classes but was not related to track level. The English IB class was especially large because parts of two classes had been combined at the second semester. Males were overrepresented in both high and low track classes in both subjects. Whites were overrepresented in the high track, and Hispanics in the low track in both subjects. These data are given in Table 7.

TABLE 7
CLASS SIZE, GENDER AND ETHNIC PROPORTIONS,
FOR MATH AND ENGLISH TRACKS

	Total Enrolled	Gender		Ethnic Distribution			
		Male	Female	White	Asian	Black	Hispanic
Math							
Advanced	32	56%	44%	78%	16%	0%	6%
Middle	36	42	58	53	14	5	28
Low	19	63	37	0	0	0	100*
English							
Advanced	42	64	36	79	5	2	14
Middle	21	43	57	52	5	10	33
Low	32	69	31	25	6	9	59

*The class selected at random for low track math turned out to be an ESL Career Math Class, thus the rate of Hispanics is not typical.

English Classes

The three levels of English classes were typical of the track levels they represent in terms of curriculum, student population, methods of instruction, and evaluation. The high track class, Advanced American Literature--IB, was a highly rigorous course in classical literature at the A.P. level. The teacher described the courses as equivalent to "an upper division college course." The goals of the course were to develop abilities in careful reading, evaluation and appreciation of the great works of literature. The midterm for the first semester was a 7-10 page essay comparing Moby Dick and King Lear. The student population included about 25 percent non-residents from both Memorial Junior High School and the Mission Hills areas. Many were gifted. Students receiving "F" or "D" grades had been dropped after the first semester. The course was conducted like a college course, with teacher lecture and explication of texts and student evaluation by essays and "creative" projects.

The middle track class selected randomly turned out to be atypical of the six American Literature classes since it was the American Literature class created at the end of the semester for IB drop-outs. The teacher taught the other classes as well and maintained that the curriculum and methods were the same for other classes, although these particular students were at the top of the curve in course achievement. The curriculum was traditional for this course and centered on novels arranged thematically. Literary analysis was taught and literary essays assigned for evaluation, two elements not always present in average classes. The teacher described the courses as "College Prep" and the students as motivated and concerned about school and college. Their reading levels, though generally in the high school range, varied from college level to eighth-grade level; this, the teacher noted slowed the pace of the course work. Two-thirds of the students held after-school jobs and many did not complete their homework. The course was conducted with some lecture, some whole-class discussion, and a good deal of seat work for reading and study questions; seat work time being a concession by the teacher to the lack of homework preparation.

Evaluation was based 60 percent on homework, 40 percent on tests and essays. The teacher was concerned that the IB program had eliminated the traditional advanced classes, increasing the range of ability levels in the average American Literature classes.

The low track class was a basic skills class devoted to practice in reading comprehension, library skills, and short writings. Readings were chosen by the teacher for the reading levels of students. They were usually short works of high interest, thematically organized. The goal of the course was to bring students up to grade level in reading skills. The teacher described the students as typically coming from ESL classes, reading at about the fourth or fifth-grade level. She reported that most were motivated only to earn a "D" in the course. High transience (a 33 percent turnover in the first semester) and high absenteeism (44 percent were absent more than ten days in the first semester) were serious problems. The teacher considered the problem of getting students to do homework to be "tremendous." The course was taught with short whole-class lessons followed by seat work monitored by the teacher. She noted that the work was repetitive enough that, if a student came to class and did the assignments, he or she would usually pass the course. She voiced a concern regarding the programming of students into this low track class: those with low motivation and a history of non-performance were often programmed into the class, even though their abilities made them eligible for a higher level class.

Math Classes

The three levels of math classes were typical of the track levels they represent in terms of curriculum, methods of instruction and evaluation, but somewhat atypical in particular student populations. The high track class followed the district curriculum for the course and its evaluation standards. The teacher noted, however, that the student population was relatively poorly prepared compared to other populations she taught. (She was new to the school in the first IB year, recruited especially for the IB program.) She characterized the students as able but poorly prepared in geometry and intermediate algebra and in general self-discipline. She predicted that some would not be recommended for calculus because of poor study habits. The class was taught through the traditional method: whole-class review of homework, teacher presentation of new material and short guided practice in the new lesson. Evaluation methods were standard chapter tests and final examinations, with homework having a minor weight in the course grade.

The middle track class was fairly typical of Intermediate Algebra 1-2 in curriculum, although it was an AGP course and followed the AGP guide and pacing schedule. The teacher characterized most students as motivated only for a passing grade, and having lower academic ability than those in her other classes at the same level. The teacher speculated that students had been misprogrammed by counselors, who were supposed to program students by geometry course grades. (Records did show that 28 of the 31 students had been in a geometry class in the previous year, however.) The teacher noted that the student reluctance to do homework and excessive absences were serious problems. The course was taught by the traditional methods described above, but occasionally the teacher devoted more class time to guided practice when she felt it was needed.

The low track class that was randomly selected for study turned out to be an English as a Second Language (ESL) class conducted in Spanish. This class was typical of other Career Math classes in curriculum and methods, but atypical in student population in that all the students were very limited English speakers. The teacher followed the AGP guide and pacing schedule for the course and AGP evaluation practices. He noted that half of the student population did not have basic math skills, such as multiplication facts for the Career Math course. Some had had very little schooling. More than half were motivated to learn, however. The teacher considered his biggest problem to be that students did not do their homework. The course was conducted through short teacher presentations and long periods of class time for seat work, with the teacher helping individuals.

Schoolwide Concerns

It is noteworthy that all math teachers in this sample were new to the school in the year of the study. Completion of homework was a serious concern to all of the teachers interviewed, except the IB English teacher. Excessive absences and lack of a uniform, school-wide, consistently supported policy was a common complaint among these teachers, except for the IB English teacher. Limited English proficiency was a special concern in the low track classes, which were specially tailored to the needs of such populations.

Results of Teacher Survey

Approximately 120 teacher surveys were given to one of the vice-principals at San Diego High for placement in each teacher's school mail box. Thirty-one (44 percent) of the 70 teachers responded to the survey. A follow-up was not possible because the survey was anonymous and teachers were not required to put their names on the survey. The following summaries include teachers' responses to some of the questions posed by the survey regarding the IB/Writing Academy magnet program at San Diego High School (item by item responses are included in Appendix G).

Of those who responded to the survey, six (20 percent) were English teachers, four (13 percent) fine and practical arts teachers, three (ten percent) foreign language teachers, eight (27 percent) math teachers, one (three percent) physical education teacher, three (ten percent) science teachers, two (seven percent) social studies teachers and three (ten percent) other. Teachers were asked the extent of their information about the IB/Writing program at San Diego High. Results indicated that 31 (100 percent) and 25 (92 percent) of the respondents were 'somewhat' to 'well informed,' respectively, about the writing and IB projects.

On the number of paraprofessional aides assigned to teachers' classrooms, 91 percent of IB and 46 percent of non-IB teachers had no aides assigned to their classrooms. Teachers were asked to indicate the average number of writing activities and average percentage of time they spent each week developing students writing skills; of those who responded, 70 percent had an average of two to four writing activities per week; whereas, 73 percent of the teachers reported spending eleven to 50 percent of their time developing students' writing skills.

On the frequency and quality of students writing, 59 percent of the teachers responding to the questions noted that students were writing 'much more this year' than they did last year; 50 percent noted the quality of students' writing was 'much better' this year than last year.

On the number of demonstration lessons provided to their classes by the Writing Center staff, 59 percent of the teachers who responded to this question indicated that they did not receive writing demonstration lessons; and 38 percent noted receiving one to six demonstration lessons by the Writing Center staff.

All teachers are encouraged to keep portfolios of students' writing samples on file. However, when teachers were asked to indicate the percentage of their students with writing portfolios on file, 55 percent of the respondents indicated that they had portfolios for under ten percent of their students; only seven (26 percent) had portfolios for 75 to 100 percent of their students.

When teachers were asked to indicate the number of students' writings published, eight teachers had 59 of their students who published their writings in 'school newspapers,' five teachers had eight students published in 'community newspapers,' six teachers had ten students published in 'local/national papers,' four teachers had 11 students published in 'journals' and three teachers had 73 students published in such media as City Alive, Students Yearbook, The Write Stuff, etc.

At San Diego High School the writing process is used as a technique to enhance students' comprehension across all subject areas. When teachers were asked how they utilized writing in their classes, they indicated that writing was used in 'learning logs' (42 percent), 'summaries' (58 percent), 'research papers' (42 percent), 'creative writing projects' (48 percent), and 'writing as a learning tool' (74 percent).

When teachers were asked how helpful certain activities/individuals were to their teaching of writing skills, 77 percent of those who responded to the item indicated that the inservices they received from the Writing Center staff were 'helpful' to 'very helpful.' Eighty percent and 75 percent of the respondents also indicated that the Writing Center and support staff, respectively, were 'helpful' in assisting teachers in their teaching of writing skills.

On the utilization and effectiveness of the Writing Center staff, 50 to 69 percent of those who responded did not get Writing Center staff expertise for demonstration lessons, writer's assistance, assistance with group writing, publication assistance, evaluation and production of students' work, and the development of materials for classroom use. On the effectiveness of the Writing Center staff in meeting teachers needs, 65 percent of the teachers who responded to this item rated them from 'effective' to 'very effective' in writer's assistance, 67 percent in writing assistance with groups, and 70 percent in evaluation and publication of students' work. Fifty-three percent of the teachers, however, rated them as 'not effective' in meeting teachers' needs on demonstration lessons in writing.

Teachers were asked whether they are comfortable in implementing the stages of the writing process. Seventy to 90 percent of the teachers who responded to the question indicated that they were 'comfortable' to 'very comfortable' with the writing process: pre-writing, drafting, responding, revising, editing, final drafting, evaluating and post writing.

When teachers were asked to indicate the percentage of parents who are aware of the existence of the IB/Writing Academy magnet program at San Diego High School, 59 percent and 73 percent of all teachers in writing and IB, respectively, indicated that 51 to 100 percent of the parents were aware of the existence of such projects. When the teachers were asked how much support/cooperation they received from parents regarding homework assignments in writing, 52 percent of all teachers and 42 percent of the IB teachers noted that they had received "none."

When teachers were asked to indicate the number of inservices they received in writing and the IB projects during the school year, 40 and 52 percent of the teachers noted receiving from "none" to "one" in writing and IB, respectively.

Those teachers who received inservices in writing and IB were also asked to evaluate the effectiveness of the inservices in meeting their needs. Overall, 79 percent of all teachers and 81 percent of IB teachers rated the inservices they received from 'effective' to 'very effective' in meeting their needs. Teachers who attended some of the inservices (listed on Appendix G) were also asked to rate them in terms of their helpfulness to the IB/Writing program. Although the number of respondents was very small (four teachers) the San Diego Area Writing Project Conference received a 100 percent rating as being a helpful workshop.

On the adequacy of supplies, audio equipment, textbooks, word processor/duplicator, 64 to 96 percent of the respondents rated them from 'somewhat adequate' to 'very adequate.' However, many teachers, especially teachers in the IB program, have voiced the serious shortage of textbooks for the IB program.

Teachers were also asked to rate their commitment to the implementation of the IB/Writing Academy program. Results showed that 100 and 96 percent of the respondents were either 'committed' or 'very committed' towards the implementation of the writing and IB programs, respectively, at San Diego High.

On the open-ended questions, teachers were asked to comment on their impressions of the benefits of the IB/Writing projects to students administrative leadership and support, support staff cooperation and leadership, Writing Center staff leadership and cooperation, and IB staff leadership and cooperation, (refer to Appendix G for details).

On the benefits of the IB/Writing to students, those teachers who responded to the question felt that these projects have improved students communication and writing skills, increased written proficiency, raised the expectations of all students, etc. On administrative leadership, among other things, teachers felt the staff was very supportive and responsive to the program concerns. On the cooperativeness and leadership of support staff, 33 percent of the respondents felt the support staff was cooperative and helpful.

Teachers who commented on the leadership and helpfulness of the Writing Center staff described them as outstanding, knowledgeable, willing to experiment and helpful. The IB coordination was also rated as good/excellent, and respondents felt the leadership tried to improve the facility and the program by clarifying the goals of the IB project to teachers and parents.

Some specific and general criticisms and recommendations were also noted by teachers who responded to these open-ended questions. The reader is referred to pages 53 to 56 for details.

Results of Student Survey

A total of 228 (56 percent 10th and 43 percent 11th grade) students were surveyed. The number and percentage of respondents for each item is outlined on Appendix H. Tenth and 11th grade students data are analyzed together and separately. For practical purposes, for items where 10th and 11th grade students responses are similar or comparable, combined frequency distributions are reported. On items where the two grades differed, responses are reported by grade level.

The student survey results started with a positive note. When students were asked what they would do after graduation from high school, 85 percent indicated they will go to college. When students were asked how informed they are about the Writing Academy at San Diego High, 90 percent of those who responded also indicated that they are 'well' to 'somewhat' informed about the writing program at San Diego High. On the amount of writing they did this year as opposed to last year, 66 percent felt they are writing more this year than they did last year.

When students were asked to indicate the number of their writing samples published, 77 of 10th grade students had an average of 1.2 publications each either in school newspaper, parent newsletter, community papers, national/local newspapers, journals, class newspapers, poetry, City Alive, etc., compared to only 29 11th grade students who had an average of one publication each during the school year in the above noted media.

When students were asked if their teachers keep record (portfolio) of their writing samples on file, only 49 percent and 29 percent of 10th and 11th grade students, respectively, indicated their teachers did. When students were asked to indicate the frequency of writing they did in a week per subject area, 178 (82 percent) of the respondents wrote 'two to four' times during a week in English, 128 (80 percent) in science, 93 (75 percent) in social studies, and 81 (65 percent) in foreign language.

When students were asked to indicate the types of writing activities they have been exposed to, 53 to 85 percent of the respondents at the 10th grade level were exposed to learning logs, book report, research papers, creative writing, response to literature, essays, clustering and summaries; however, only 15 to 47 percent of 11th graders were exposed to such writing activities.

Students were asked how the writing activities have helped them in other skill areas; 55 to 64 percent of the 10th grade students who responded to this question indicated that the writing process has improved their writing skills, helped them get in the habit of writing, improved the understanding of their courses, note taking, essay writing and their overall oral and written communication skills. On the other hand, 36 to 45 percent of 11th grade respondents felt the way 10th graders did regarding the various benefits of the writing activities.

Students' attitude towards writing, their teachers and school are, by and large, favorable; IB students' attitudes towards the IB program and Writing Center staff are somewhat ambivalent (refer to Appendix H, items 16 to 31).

On the open-ended questions, 63 percent of students' responses in the Writing Academy and 65 percent in the IB received favorable comments. Even though a consistent theme has not evolved from the open-ended questions due to limited number of the respondents noting suggestions and criticisms, it would be worthwhile for school staff to pay some attention to the students' comments.

V.
DISCUSSION/RECOMMENDATIONS

Discussion

Under discussion in this section of the report are the findings of the San Diego High IB/Writing Academy magnet program evaluation, including an examination of both program implementation and program outcomes.

In the critical thinking appraisal test, although both San Diego (treatment) and Hoover (comparison) high schools did show significant gains when pre/post data were analyzed within each school by grade level, no significant differences between the schools were observed when data were analyzed comparing the two schools and grade levels.

In the pre/post results of the writing prompts (writing sample tests), data were analyzed within schools for each grade level and then between the two schools. Results failed to show any significant differences within grades for each school. However, when the pre/post writing data were analyzed for the two schools using analysis of covariance (controlling for pretest mean differences), a significant difference was found between San Diego and Hoover high schools. Hoover High did significantly better than San Diego High on the Writing Sample tests.

Although Hoover High School was, for the most part, comparable to San Diego High in academic achievement rankings (on the CTBS) and ethnic distributions, the fact that over 15 of the English teachers at Hoover High have been exposed/inserviced in the stages of the writing process through the SDSU Writing Cooperative Program for the last four to five years may have accounted for Hoover's high pre and post scores in the writing samples.

Other factors that may have contributed to Hoover's higher pretest scores were the conditions under which the tests were administered and the procedures through which students were selected to participate in the study. At Hoover High a stratified sampling (sampling by grade level) procedure was used as opposed to the random selection of individual students that took place at San Diego High. In addition, students at Hoover High School took the tests in their 'regular classrooms' -- a familiar environment, whereas students at San Diego High were pulled out of their classrooms and tested in a large auditorium.

Separate analyses were done on the critical thinking appraisal and writing sample pre/post data for San Diego High International Baccalaureate students; however, no significant differences were noted in either test for these students.

In addition to the student achievement goals of improved higher order thinking and writing skills, San Diego High IB/Writing Academy program had a number of both specific and general program implementation goals. These goals include: implementation of the writing process across all curriculum areas, publication of students written works in various media, teachers' inservice in the writing process, development of partnerships with local colleges and universities, providing all students with an enriched academic curriculum in an integrated setting, etc.

Generally, the proposed program management goals and objectives were implemented at San Diego High as planned. However, it should be noted that the 1985-86 school year was the first year of implementation. Despite the enthusiasm and upbeat nature of the school staff and student body regarding the IB/Writing Academy program, the impact in terms of measurable outcomes was minimal for the first year.

In describing the magnet program at San Diego High, Johnson (1986), Director of the Districtwide Inservice for the Cooperative Writing Program said, "We have a long way to go to reach the goals set for the Writing Academy: racial balance, a low rate of absenteeism, and a high rate of achievement. With every success story, ..., we come closer to our dream of equal opportunity for all."

Teacher survey results have identified certain constraints that may have hampered full progress towards achieving the Writing Academy and IB goals. Lack of paraprofessional aides for most classrooms may have made it difficult for classroom teachers to fully implement the new projects as originally designed.

Regarding inservices, and the effectiveness of the Writing Center staff, 50 to 69 percent of the teachers who responded to the survey noted that they received 'adequate' or 'no help' in the crucial areas of the writing process demonstration lessons, assistance with group writings, evaluation of students' written works, etc. In spite of the full time effort by the current staff, the Writing Center is not sufficiently staffed to reach and help every classroom teacher effectively during the first year.

Over 40 percent of the teachers who responded to the survey indicated that they received either 'none' or 'one' inservice dealing with the projects during the 1985-86 school year. If these projects are to stand on their own and show a sustained effect, more effort is needed in inservicing all the school staff (teachers, student aides, administrators, counselors, etc.) and in making the parents of San Diego High students aware of the kinds of unique projects available at the school.

While one of the goals of the program is providing all San Diego High students with the opportunity to participate in an enriched academic curriculum in an integrated setting, classload analysis showed that there are fewer minority students in advanced classes. An average of 72 (24 percent) of the classrooms were 'imbalanced' (both with justifiable and unjustifiable reasons) during the 1985-86 school year.

Despite these few ripples, the staff at San Diego High should be complimented for putting forward their energy and resources to enable the International Baccalaureate/Writing Academy Magnet Program to get off to a good start in its first year of implementation.

Recommendations

1. Insure that San Diego High classroom teachers, aides, and student teachers continue to participate in inservices/workshops in:

   ° the stages of the writing process in all subject areas;

   ° the management and record keeping of students' writing (e.g., portfolios) so that students' progress or lack of progress can be closely monitored.

2. The Writing Center Staff continue to:

   ° provide demonstration lessons in the writing process in all classrooms where applicable;

   ° develop and produce adequate instructional materials and guidelines for classroom teachers and students in writing.

3. Increase amount of writing activity and assignments in eleventh grade classrooms.

4. Administration:

   ° provide funds for the purchase of textbooks and the development of teaching materials for the Writing and IB projects;

   ° devise ways to increase student attendance rates and improve students discipline;

   ° minimize tardy students from disrupting on-going classes;

   ° work towards integrating "imbalanced" classrooms so that all San Diego High students can benefit from an integrated setting.

5. Commend staff for first year efforts and implementation; and encourage continued improvement.

6. On Equity in Student Placement:

   ° High track courses offer students access to important college preparatory knowledge, skills, and advantages. Given the high rate of downward mobility into low tracks, sometimes by changing of courses although the same in content area (e.g., English 5-6 changed to Contemporary Voices in Literature) for low track students. Because low track classes offer few if any college preparatory advantage, careful consideration and clear guidelines or criteria should be established for students upward or downward mobility of students. Currently, students may be moved into a low track class simply by a change of course titles (e.g. English 5-6 was changed to Contemporary Voices in Literature).

6. On Equity in Student Placement (cont.)

° Minority students, especially Blacks and Hispanics, and female students in general are underrepresented in the high track classes (including International Baccalaureate). Every effort should be made to recruit, encourage and maintain (through tutorial services) their placement in high track classes.

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APPENDICES

APPENDIX A

PRE/POST t-TEST RESULTS ON THE WATSON-GLASER CRITICAL THINKING APPRAISAL
FOR TENTH AND ELEVENTH GRADE STUDENTS AT SAN DIEGO (TREATMENT) AND HOOVER (CONTROL) HIGH SCHOOLS

School	Grade	Test	Number	Mean	Mean Difference	Standard Deviation	t Value	df	P<
San Diego High School	10	Pre	131	43.1	4.3	18.5	2.6	130	0.01
		Post		47.4					
	11	Pre	101	43.2	5.7	17.2	3.3	100	0.001
		Post		48.9					
Hoover High School	10	Pre	152	39.9	6.1	20.3	3.7	151	0.000
		Post		46.0					
	11	Pre	91	39.1	8.7	19.0	4.4	90	0.000
		Post		47.8					

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APPENDIX B

ADJUSTED POSTTEST MEANS AND LEVEL OF SIGNIFICANCE
SAN DIEGO VS. HOOVER HIGH SCHOOL
WATSON-GLASER CRITICAL THINKING APPRAISAL

Watson-Glaser CTA
Posttest by
schools/grades
with Watson-Glaser
Pretest

Variables/ Categories	Adjusted posttest mean	F Value	Level of Significance P <
SCHOOL	47.3	0.2	--
San Diego High	48.0		--
Hoover High	46.7		
GRADE	47.3	1.6	--
Tenth	46.6		
Eleventh	48.4		

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APPENDIX C

PRE/POST t-TEST RESULTS ON THE WRITING PROMPT FOR TENTH AND ELEVENTH GRADE STUDENTS AT SAN DIEGO (TREATMENT) AND HOOVER (CONTROL) HIGH SCHOOLS

School	Grade	Test	Number	Mean	Mean Difference	Standard Deviation	t Value	df	P<
San Diego High School	10	Pre	107	3.0	0.1	1.2	1.1	106	- -
		Post		3.1					
	11	Pre	42	2.6	0.1	1.4	0.3	41	- -
		Post		2.7					
Hoover High School	10	Pre	85	3.2	0.0	1.5	0.0	84	- -
		Post		3.2					
	11	Pre	61	3.2	0.2	1.2	1.3	60	- -
		Post		3.4					

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APPENDIX D

ADJUSTED POSTTEST MEANS AND LEVEL OF SIGNIFICANCE
SAN DIEGO VS. HOOVER HIGH SCHOOL
WRITING SAMPLE (TEST)

Writing sample Posttest by school/grade with Writing sample Pretest

Variables/ Categories	Adjusted posttest mean	F Value	Level of Significance P <
SCHOOL	3.1	5.2	0.03
San Diego High	3.0		
Hoover High	3.3		
GRADE	3.1	0.7	--
Tenth	3.2		
Eleventh	3.1		

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APPENDIX E

WATSON-GLASER CRITICAL THINKING APPRAISAL AND
THE WRITNG PROMPT PRE/POST t-TEST RESULTS FOR
TENTH AND ELEVENTH GRADE INTERNATIONAL BACCALAUREATE STUDENTS
AT SAN DIEGO HIGH SCHOOL

	Grade	Test	Number	Mean	Mean Difference	Standard Deviation	t Value	df	P<
Critical Thinking Appraisal Test	10	Pre	41	63.8	1.2	15.2	0.5	40	- -
		Post		65.0					
	11	Pre	19	64.5	4.3	10.8	1.7	18	- -
		Post		68.8					
Writing Test	10	Pre	44	3.4	0.2	1.2	1.2	43	- -
		Post		3.6					
	11	Pre	11	3.3	-0.4	1.1	-1.1	10	- -
		Post		2.9					

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APPENDIX F

SAN DIEGO HIGH WRITING ACADEMY
A SAMPLE OF STUDENTS WRITING PROCESSES BY SUBJECT AREA

Subject Area	Number of Classrooms Sampled	Sample Size	Writing Processes											
			Pre-Writing		Drafting		Responding/ Reacting to Draft		Revision/ Editing		Final Draft		Post Writing	
			N	%	N	%	N	%	N	%	N	%	N	%
English	3	45	42	93	33	73	28	62	19	42	31	69	12	27
Math	1	10	--	--	--	--	--	--	--	--	10	100	--	--
ESL	7	110	65	59	106	96	77	70	105	95	87	79	1	1
Phys.Ed	2	51	48	94	51	100	13	26	--	--	14	28	--	--
Phys.Sci.	2	14	14	100	9	64	--	--	--	--	--	--	--	--
Social Studies	1	38	38	100	19	50	12	32	--	--	22	58	--	--
Spanish	2	20	18	90	18	90	14	70	20	100	20	100	10	50
Total	18	288	225	78	236	82	144	50	144	50	184	64	23	8

APPEND.F

F-1
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APPENDIX G

Teacher Survey Results

APPENDIX G

Teacher Survey Results
San Diego High School
Spring 1986

A total of 31 teachers completed and returned the survey.

The results of those who responded to the survey are as follows:

1. To what department do you belong:

	N	Percent
ENGLISH	6	20
FINE & PRACTICAL ARTS	4	13
FOREIGN LANGUAGE	3	10
MATHEMATICS	8	27
PHYSICAL EDUCATION	1	3
SCIENCE	3	10
SOCIAL STUDIES	2	7
OTHER: WHAT?	3	10
TOTAL	30	100

No Response: N=1 (3%)

2. How informed are you about the Writing and International Baccalaureate (IB) programs curriculum expectations?

	Writing		IB	
	N	Percent	N	Percent
WELL INFORMED	26	84	13	48
SOMEWHAT INFORMED	5	16	12	44
NOT INFORMED	0	0	2	7
TOTAL	31	100	27	99
	No response: N=0 (0%)		No response: N=4(13%)	

3. Please list the course(s) you teach, the grade level and whether you are IB or non-IB teacher.

	N	Percent
IB	9	33
Non-IB	18	67
TOTAL	27	100

No Response: N=4 (13%)

4. What is your average class size? (Circle your choice for each program)

	Writing		IB	
	N	Percent	N	Percent
25 AND UNDER.	9	35	7	70
26 TO 30.	11	42	1	10
31 TO 35.	4	15	2	20
MORE THAN 36.	2	8	-	--
TOTAL	26	100	10	100
	No Response: N=5 (16%)		No Response: N=21 (68%)	

5. On the average, how many paraprofessional aide(s) were assigned to your class(es)? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
NONE.	12	46	10	91
ONE	11	42	1	9
TWO	1	4	--	--
THREE	1	4	--	--
MORE THAN FOUR.	1	4	--	--
TOTAL	26	100	11	100
	No Response: N=1 (3%)		No Response: N=20 (64%)	

6. What is the average number of writing activities, each week, in your classroom(s)?

	N	Percent
NONE.	1	3
ONE	8	27
TWO	6	20
THREE	6	20
FOUR OR MORE.	9	30
TOTAL	30	100
	No Response: N=1 (13%)	

7. On the average, what percent of your instructional time is spent in developing students' writing skills per WEEK?

	N	%		N	%
UNDER 5%	6	20	21% TO 30%.	7	23
6% TO 10%	2	7	31% TO 40%.	3	10
11% TO 20%.	9	30	41% TO 50%.	2	7
			OVER 50%.	1	3
			TOTAL	30	100

No Response: N=1 (13%)

8. Are your students writing MORE THIS YEAR than they did LAST YEAR?

	N	Percent
MUCH MORE THIS YEAR . . .	16	59
AS MUCH AS LAST YEAR. . .	11	41
MUCH LESS THAN LAST YEAR.	--	--
TOTAL	27	100

No Response: N=4 (13%)

9. Is the quality of students' writing better THIS YEAR than LAST YEAR?

	N	Percent
MUCH BETTER THAN LAST YEAR.	13	50
AS GOOD AS LAST YEAR. . . .	11	42
POORER THAN LAST YEAR . . .	2	8
TOTAL	26	100

No Response: N=5 (16%)

10. How would you characterize your students' readiness or preparedness for the IB examination at grades 11 and 12?

	N	Percent
WELL PREPARED	5	46
SOMEWHAT PREPARED	4	36
NOT PREPARED.	2	18
TOTAL	11	100

No Response: N=20 (64%)

11. Approximately how many demonstration lessons were provided to your class(es) by the Writing Center staff during the school year?

	N	Percent
NONE.	17	59
ONE TO THREE.	7	24
FOUR TO SIX	4	14
SEVEN OR MORE	1	3
TOTAL	29	100

No Response: N=2 (6%)

12. What percent of your students have a writing portfolio on file?

	N	Percent		N	Percent
UNDER 10% . . .	15	55	50% TO 75%. . .	1	4
11% TO 25%. . .	3	11	75% TO 100% . .	7	26
26% TO 50%. . .	1	4			
			TOTAL	27	100

No Response: N=4 (13%)

13. How well are your students progressing in the Writing/IB programs? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
EXCELLENT.	--	--	--	--
VERY GOOD.	11	48	3	38
GOOD	6	26	4	50
FAIR	6	26	--	--
POOR	--	--	1	12
TOTALS	23	100	8	100

No Response: N=8 (26%) No Response: N=23 (74%)

14. How many of your students had their writing papers published in?

	Number of teachers responding to item	Number of students responding to item
SCHOOL NEWSPAPER(S)	8	59
PARENT NEWSLETTER(S)	1	1
COMMUNITY PAPERS	5	8
NATIONAL/LOCAL NEWSPAPERS	6	10
JOURNALS	4	11
OTHER:	3	73

15. What types of writng were done in your class(es)? (Check all that apply.)

N	Percent		
13	42	14a.	Learning Logs
18	58	14b.	Summary
9	29	14c.	Book Report
13	42	14d.	Research Papers
9	29	14e.	Response to Literature
15	48	14f.	Develop Creative Writing
12	39	14g.	Essays
23	74	14h.	Writing as a Learning Tool
5	16	14i.	Other: (specify) _____

16. How helpful were the following activities/individuals to your teaching of writing skills? (Circle your choice for each category.)

	Very Helpful		Helpful		Not Helpful		Didn't Receive		Total	
	N	%	N	%	N	%	N	%	N	%
Inservices on Writing . .	12	40	11	37	6	20	1	3	30	100
The Writing Center staff .	13	43	11	37	2	7	4	13	30	100
Demonstration lessons. . .	9	31	5	17	3	10	12	42	29	100
Writers assistance	7	26	7	26	2	7	11	41	27	100
Publication assistance . .	5	18	9	32	3	11	11	39	28	100
Your students' parents . .	1	4	2	7	4	15	20	74	27	100
Support staff.	9	32	12	43	2	7	5	18	28	100
Administrative staff . . .	5	17	8	28	4	14	12	41	29	100

17. How often did you use the Writing Center staff services for the following activities: (circle your choice for each category.)

	Frequently		Some		None		Total	
	N	%	N	%	N	%	N	%
Demonstration lessons.	3	10	6	21	20	69	29	100
Writers assistance	5	18	8	29	15	54	28	101
Assistance with groups	4	14	10	36	14	50	28	100
Publication assistance	3	12	9	35	14	54	26	100
Evaluating students' work. . .	3	11	10	39	13	50	26	100
Production of students' work .	3	11	8	31	15	58	26	100
Development of materials for classroom use.	3	11	9	35	14	54	26	100

18. How effective were the Writing Center staff in meeting your needs in the following categories? (Circle your choice for each category.)

	Very Effective		Effective		Not Effective		Total	
	N	%	N	%	N	%	N	%
Demonstration lessons.	7	41	1	6	9	53	17	100
Writer's Assistance.	7	35	6	30	7	35	20	100
Assistance with groups	9	43	5	24	7	33	21	100
Publication assistance	7	41	5	29	5	29	17	99
Evaluating students' work. . .	6	35	6	35	5	29	17	99
Production of students' work .	8	44	4	22	6	33	18	99
Development of materials for classroom use.	4	22	7	39	7	39	18	100

19. How comfortable are you with the following parts of the writing process? (Circle your choice for each category.)

	Very Comfortable		Comfortable		Un-Comfortable		Very Un-Comfortable		Total	
	N	%	N	%	N	%	N	%	N	%
Pre-Writing . .	18	62	8	28	3	10	--	--	29	100
Drafting. . . .	16	55	9	31	3	10	1	3	29	99
Responding. . .	15	52	9	31	4	14	1	3	29	100
Revising. . . .	11	38	14	48	4	14	--	--	29	100
Editing	13	45	11	38	5	17	--	--	29	100
Final drafting.	15	54	7	25	6	21	--	--	28	100
Evaluating. . .	13	45	10	34	6	21	--	--	29	100
Post writing. .	10	37	9	33	6	22	2	7	27	99

20. What percent of the parents of your students are aware of the existence of the Writing and IB programs at San Diego High School? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
UNDER 10%.	2	19	3	25
11% TO 25%	3	14	1	5
26% TO 50%	4	18	2	11
51% TO 75%	2	9	5	26
76% TO 100%.	11	50	9	47
Total	22	100	19	100
	No Response:	N=9 (29%)	No Response:	N=12 (39%)

21. How much support or cooperation do you get from parents regarding the implementation of the Writing/IB programs (e.g., homework in writing)? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
A GREAT DEAL	4	19	3	25
SOME	6	29	4	33
NONE	11	52	5	42
TOTAL	21	100	12	100
	No Response: N=10 (32)		No Response: N=19 (61%)	

22. How many inservices that either directly or indirectly affected the Writing/IB Program did you attend during the school year? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
NONE	5	18	5	29
ONE.	6	22	4	23
TWO TO THREE	9	32	3	18
FOUR TO FIVE	4	14	3	18
MORE THAN SIX.	4	14	2	12
TOTAL	28	100	17	100
	No Response: N=3 (10%)		No Response: N=14 (45%)	

23. In general, how effective were the inservices in which you participated in meeting your Writing/IB program needs? (Circle your choice for each program.)

	Writing		IB	
	N	Percent	N	Percent
VERY EFFECTIVE.	12	43	4	23
EFFECTIVE	10	36	10	59
INEFFECTIVE	1	4	--	--
VERY INEFFECTIVE. . . .	5	17	3	18
TOTAL	28	100	17	100
	No Response: N=3 (10%)		No Response: N=14 (45%)	

24. Evaluate the following inservices (ONLY IF YOU ATTENDED THEM) in terms of their helpfulness to your Writing/IB program(s)? (Check program(s) and rate each category.)

	Very Helpful		Helpful		Not Helpful		Total	
	N	%	N	%	N	%	N	%
San Diego Area Writing Project Conference . . .	4	80	1	20	--	--	5	100
California Association of Teachers of English. . .	1	33	1	33	1	33	3	99
San Diego County Education Literature Conference. .	1	33	1	33	1	33	3	99
Cooperative Writing Series in Science. . . .	2	67	--	--	1	33	3	100
Cooperative Writing Series in Social Studies. . . .	2	67	--	--	1	33	3	100
Other: (What?)_____ _____	7	88	1	12	--	--	8	100
Other: (What?)_____ _____	5	83	1	17			6	100

25. Rate the adequacy of the following in terms of meeting your program needs. (Circle your choice for each category.)

	Very Adequate		Somewhat Adequate		Somewhat Inadequate		Very Inadequate		Total	
	N	%	N	%	N	%	N	%	N	%
Supplies (papers, pencils, folders) . .	17	74	5	22	--	--	1	4	23	100
Books for teaching effective writing. . .	9	39	8	35	3	13	3	13	23	100
Access to word processor duplication.	11	48	4	17	3	13	5	22	23	100
Composition books. . . .	12	57	7	33	2	10	--	11	21	100
Video recorders.	7	37	5	26	2	11	5	26	19	100
Writing pens, color pens, highlighters . .	7	44	5	31	--	--	4	25	16	100
Textbooks to meet IB Program needs.	6	35	9	53	2	12	--	--	17	100

26. How dedicated are you to the implementation of the following programs at San Diego High School? (Circle your choice for each program.)

	Very Committed		Committed		Not Committed		Don't Know		Total	
	N	%	N	%	N	%	N	%	N	%
Writing Program. . . .	18	60	12	40	--	--	--	--	30	100
IB Program	16	73	5	23	--	--	1	4	24	100

Please give any comments, suggestions, and/or recommendations regarding the following areas as they pertain to the Writing and IB programs implementation at San Diego High School

27 a. Benefits of these programs to your students:

Number	Percent	Comment
5	25	- improved communication/written skills
2	10	- increased written proficiency or writing
2	10	- helps raise expectations for all students
2	10	- excellent benefits
2	10	- there is a positive atmosphere here at the school as a direct result of these programs
1	5	- increased test scores
1	5	- the writing program has helped students progress, helped retention of learned materials
1	5	- made writing enjoyable for students
1	5	- writing program well incorporated to the curriculum, especially in IB program
1	5	- offers variety
1	5	- difficult and frustrating for low achievers
1	5	- high benefits, force students record and focus their ideas.
20	100	TOTAL

27 b. Administrative leadership and support:

Number	Percent	Comment
4	30	- very supportive when needed, responsive to program concerns and requests
3	23	- outstanding (1), good (2)
1	8	- verbal support excellent
1	8	- provided strong support to creative teaching and long range planning
1	8	- excellent support and interest in the writing program
1	8	- super supportive
1	8	- it's getting better - could be worse
1	8	- positive
13	101*	TOTAL

27 c. Support staff cooperation and leadership:

Number	Percent	Comment
4	33	- cooperative and helpful
3	25	- good, average
2	17	- excellent cooperation and leadership (1); excellent (1)
1	8	- it is great to have the writing center personnel here
1	8	- very good
1	8	- positive
12	99*	TOTAL

27 d. Writing Center staff leadership and helpfulness:

Number	Percent	Comment
9	41	- outstanding, excellent, very good, good, they are superior!!
2	9	- very knowledgeable, helpful and willing to experiment, friendly
2	9	- noteworthy, helpful
1	4	- availability is great - just no time to really utlize them.
1	4	- positive
1	4	- provided daily assignments in bulletin, offered help continually
1	4	- hardworking staff and TA's
1	4	- very cooperative and helpful when requested
1	4	- writers assistants were hardworking and helpful
1	4	- I have had assistance in all phases of the writing process, their service exceeded my expectations
1	4	- great to have the writing center personnel here
22	95*	TOTAL

27 e. IB Program coordination:

Number	Percent	Comment
3	27	- good, going well, excellent
3	27	- the IB Coordinator was good; the coordinator regularly met with parents and teachers to improve the facility and for people to understand our goals
1	9	- super leader! great leader!
1	9	- very well coordinated, with some wrinkles normal for first year program
1	9	- the coordinator has been very cooperative and helpful
1	9	- very good
11	99*	TOTAL

I. Criticisms:

Number	Percent	Comment
3	23	- IB staff members were frustrated over inadequate textbooks and other teaching materials
2	15	- administrative leadership and support inadequate or weak; non-existent
1	8	- program was hampered by funds being expended for two week workshop instead of using funds for instructional materials
1	8	- library couldn't buy support materials due to lack of funds
1	8	- programs lack strong coordination
1	8	- controlled budget makes coordination ineffective
1	8	- make this survey truly anonymous next time (reference to 30e)
1	8	- did not find writing center staff very cooperative
1	8	- sometimes my students are told they are not expected at the Writing Center although they have been scheduled to appear.
1	8	- administrative leadership and support was very poor
13	102*	TOTAL

II. Recommendations:

Number	Percent	Comment
1	9	- IB teachers need more rewards for doing a good job
1	9	- need funds to develop materials for IB program
1	9	- support and writing center staff need to attend department meetings
1	9	- the programs need much more money to develop our curriculum and library
1	9	- there is a need for more IB coordination; we need to meet and talk more
1	9	- would like to work with IB or AP program
1	9	- Writing Center staff need to be on the top of scheduling students
1	9	- the directors at the education center should talk to IB teachers to see what is needed to improve program.
1	9	- some staff workshop during minimum day could be helpful
1	9	- I suggest Writing Center staff publish a sign-up list of their services
1	9	- there is a desparate need to improve students self-discipline, especially attendance; late comers disrupt class and waste instructional time.
11	99*	TOTAL

* The sum does not equal 100 percent due to rounding

APPENDIX H

Student Survey

APPENDIX H
Student Survey
San Diego High School
Spring 1986

PURPOSE: The purpose of the student survey was to find out students' attitudes and perceptions towards the implementation and effectiveness of the Writing Academy/IB magnet program at San Diego High School. A total of 300 tenth and eleventh grade students were surveyed, 228 responded to the survey. The results of the survey are summarized below.

1. My grade level is:

	N	Percent
1 = 10	126	56
2 = 11	97	43
3 = other	2	1
Total	225	100

2. My gender is:

	N	Percent
1 = Male	100	44
2 = Female	127	56
Total	227	100

3. My ethnic background is:

N	Percent		N	Percent	
69	30	Hispanic	2	1	Pacific Islander
100	44	White	-	-	Portuguese
12	5	Black	10	4	Filipino
21	9	Asian	4	2	Indochinese
		American Indian/	9	4	Other
1	--	Alaskan			
		Total	228	99	

4. Are you enrolled in the International Baccalaureate (IB) Program?

	N	Percent
YES	90	40
NO	134	60
Total	224	100

5. Do you plan to go to college after you complete high school?

	N	Percent
YES	193	85
NO	33	15
Total	226	100

6. How long have you been enrolled at San Diego High School?

	N	Percent
ONE YEAR	146	64
TWO YEARS	76	33
THREE TO FOUR YEARS	6	3
Total	228	100

7. How informed are you about the Writing program at San Diego High?

	N	Percent
WELL INFORMED	56	25
SOMEWHAT INFORMED . .	148	65
NOT INFORMED.	23	10
Total	227	100

8. (IB STUDENTS ONLY) How informed are you about the IB program at San Diego High?

	N	Percent
WELL INFORMED	41	33
SOMEWHAT INFORMED . .	60	48
NOT INFORMED.	24	19
Total	125	100

9. Are you doing MORE WRITING THIS YEAR than you did LAST YEAR?

	N	Percent
MUCH MORE THIS YEAR THAN LAST YEAR. . .	147	66
AS MUCH AS I DID LAST YEAR.	62	28
MUCH LESS THAN I DID LAST YEAR.	14	6
Total	223	100

10. How many of your writing samples have been published in:

	10th Grade		11th Grade	
	N	$\bar{X}$	N	$\bar{X}$
10a. School newspaper(s)	19	1.4	10	1.0
10b. Parent newsletter	5	1.0	1	1.0
10c. Community papers	4	1.0	1	1.0
10d. National/local newspapers	5	1.4	1	1.0
10e. Journals	24	1.1	9	1.1
10f. Other	20	1.2	7	1.0

11. Does your teacher keep a file of your own writing portfolio?

	10th Grade		11th Grade	
	N	Percent	N	Percent
YES	57	49	25	29
NO.	60	51	61	71

12. How frequently do you do writing in the following subject areas in ONE WEEK?

	ONCE		TWICE		THREE TIMES		FOUR TO FIVE TIMES		TOTAL	
	N	%	N	%	N	%	N	%	N	% *
English	39	18	61	28	44	20	73	34	217	100
Fine and practical arts	54	59	16	17	10	11	12	13	92	100
Foreign language. . . .	43	35	23	18	11	9	47	38	124	100
Mathematics	67	52	16	13	14	11	31	24	128	100
Physical education. . .	55	71	8	10	4	5	11	14	78	100
Science	31	20	30	19	33	21	65	41	159	101
Social studies.	31	25	14	11	34	27	45	36	124	99
Other: (What?)	17	35	10	20	8	16	14	29	49	100

13. What kind of writing have you been exposed to during the school year? (Check all that apply.)

	10th Grade		11th Grade		Total
	N	%	N	%	N
13a. Learning Logs	67	85	12	15	79
13b. Book Report	82	65	44	35	126
13c. Research Papers	90	56	71	44	161
13d. Creative Writing	90	57	69	43	159
13e. Response to Literature	73	53	65	47	138
13f. Essay Writing	109	57	83	43	192
13g. Clustering	83	68	39	32	122
13h. Summary	99	57	75	43	174

*Percentage may not add up to 100 because of rounding

14. How have your writing classes helped you for the following skill areas? (Check all that apply.)

	10th Grade		11th Grade		Total
	N	%	N	%	N
14a. Improved my writing skills	88	56	68	44	156
14b. Helped me get into the habit of writing	54	59	37	41	91
14c. Helped me understand my subjects or courses	80	64	45	36	125
14d. Improved my note taking and essay writing skills	65	58	48	42	113
14e. Improved my overall oral and written communication skills	52	55	42	45	94
14f. Other: (What?) _____	8	53	7	47	15
14g. The Writing Program has NOT been helpful to me at all.	3	38	5	62	8

15. (IB STUDENTS ONLY) Do you feel you are prepared to take the IB examination at grades 11 and 12?

	10th Grade		11th Grade		Total
	N	%	N	%	N
WELL PREPARED	7	88	1	12	8
SOMEWHAT PREPARED	24	45	29	55	53
NOT PREPARED.	33	63	19	37	52

Indicate how strongly you AGREE or DISAGREE with the following statements. (Circle your choice for each category).

	AGREE STRONGLY		AGREE A LITTLE		NO OPINION		DISAGREE A LITTLE		DISAGREE STRONGLY		TOTAL
	N	%	N	%	N	%	N	%	N	%	N
16. I enjoy coming to school more this year than I did last year	65	30	54	25	49	23	25	12	22	10	215
17. I like the way my teacher(s) teach	63	29	86	40	33	15	24	11	9	4	215
18. I learn a lot in my classes	84	39	89	42	22	10	13	6	6	3	214

	AGREE STRONGLY		AGREE A LITTLE		NO OPINION		DISAGREE A LITTLE		DISAGREE STRONGLY		TOTAL
	N	%	N	%	N	%	N	%	N	%	N
19. My writing skill has greatly improved	63	29	89	42	43	20	16	8	3	1	214
20. I am confident I will successfully graduate from the IB Program	27	15	35	19	78	43	14	8	29	16	183
21. School is boring	24	12	50	25	34	17	48	24	44	22	200
22. My teacher(s) take time to help me	69	35	72	36	23	12	23	12	11	6	198
23. I feel, improving my writing skills will help me be a better student	109	55	54	27	25	13	6	3	5	3	199
24. I am more enthusiastic about writing this year than I was last year	41	21	51	26	56	28	26	13	24	12	198
25. The Writing Center staff are very helpful	55	28	34	17	80	41	10	5	18	9	197
26. I hate writing	17	9	25	13	34	17	48	24	75	38	199
27. I am using more writing this year than I did last year	85	43	72	36	19	10	15	8	7	3	198
28. I have very good teacher(s) in the IB program	46	27	36	21	73	44	6	4	7	4	168
29. My writing teacher(s) are very helpful	56	29	59	30	60	31	13	7	6	3	194
30. Writing is always hard for me	17	9	39	20	25	13	56	29	58	30	195
31. I feel S.D. High School's staff are warm, caring, and helpful	46	23	58	29	68	34	13	7	13	7	198

Student Survey (Continued)

32. Please give any criticism, suggestions, and recommendations regarding the following:

32 a. The Writing Academy at San Diego High School

PLEASE REFER TO PAGES 65 and 66.

32 b. The International Baccalaureate Program:

PLEASE REFER TO PAGES 65 and 66.

GRADE 10

STUDENTS COMMENTS FROM OPEN-ENDED SURVEY

32. Please give any criticisms, suggestions, and recommendations regarding the following:

32 a. The Writing Academy at San Diego High School

N	%	Responses
17	35	- It is good; fine; okay
5	10	- It is great; keep it up; has improved my writing skill
5	10	- It is a very good program; very helpful to students who have problems in the writing area
6	12	- We should have more writing in classes like math and other subject areas; we don't write enough (1)
3	6	- The Writing Program is very important in my life; well constructed program.
3	6	- It is boring (2); it stinks (1)
2	4	- There is too much required assignments--essays, research papers, etc.; hard for me and others too.
1	2	- More workshops or meetings should be held to give information to understand the writing process.
2	4	- Teachers need to be more helpful and take their time with individual students; need teachers who know what they are doing.
1	2	- The writing is very helpful only if they enforce it.
1	2	- I hardly write in math.
1	2	- There is a need to motivate students to write and publish their work.
1	2	- Friendly and helpful staff.
1	2	- There is hardly any writing in IB.
49	99*	

32 b. The International Baccalaureate Program:

7	20	- Tests are too hard; it is very hard but good for my future, demanding/challenging.
5	15	- Very important; helpful and great teachers
5	15	- It is great; fun; enjoyable
5	15	- It is okay; good
3	9	- Need clear goals and more information; some students think it is a substitute for college education.
3	9	- Need to be organized and have better teachers
2	6	- The IB program should have more rigorous classes, I feel that it will be very difficult for me to successfully graduate with IB diploma; more intensive classes in foreign language needed.
1	3	- More instruction is required
1	3	- Good program but should teach some other skills like typing, computer.... Our schedules are too fixed; need to learn computers....during the summer or after class.
1	3	- There is hardly any writing.
1	3	- Everything I have heard about IB are now wrong.
34	101*	

* The sum doesn't equal 100 percent due to rounding

GRADE 11

STUDENTS COMMENTS FROM OPEN-ENDED SURVEY

32. Please give any criticisms, suggestions, and recommendations regarding the following:

3 a. The Writing Academy at San Diego High School

N	%	Response
9	28	- It is just dandy; interesting and helpful, well put together
6	19	- Has helped me improve my writing greatly
2	6	- Gets you ready for college
2	6	- We need to write more; it should be open to all students.
2	6	- Virtually non-existent, not too obvious in school (1)
2	6	- We need more information about the program
2	6	- Demands too much for so little teaching
1	3	- It is very unorganized
1	3	- Good start but put more effort into it
1	3	- I hate taking this tests (reference to the survey)
1	3	- I don't like the program
1	3	- It is awful. There should be classes for those who are between Advanced and IB Programs.
1	3	- I think writing should remain in classes that need it, writing in math, P.E., etc. is ridiculous.
1	3	- It seems like the same old dull San Diego High

32 b. The International Baccalaureate Program:

6	22	- It is okay, but there is a lot of pressure and is stressful; too much work had to dropout from IB
5	18	- Hard but good; training needs to come in earlier grades to increase diploma recepients.
3	11	- It is just dandy; has prepared me for college classes
2	7	- Hope it will be organized for the future, now, no hope of passing the exams.
1	4	- It is good that the Board is making effort to better education--it should have come sooner.
1	4	- We need to write more often than what we are doing
1	4	- Get teachers and counselors together in scheduling prerequisites; start IB program at seventh grade for some subjects.
1	4	- Was a rush, there is not enough planning to help the borderline student
1	4	- It is badly organized.
1	4	- We need more information; tell students what is expected of them.
1	4	- Ridiculous for students graduating in 1986-87-88, should have started this program earlier to prepare students of what is in store.
1	4	- The staff needs to get together a little more often and know what they are doing, usually hard to get any clear information about the program
1	4	- Should be offered at more schools
1	4	- Excellent program
1	4	- Stinks
27	102*	

* The sum does not total 100 percent due to rounding.

APPENDIX I

Sample of Students Writing

Girl Writes With Richness Beyond Her 16 Years

While children frolic, browned by rays—
Engrossed in lives of sunlit days—
Appreciation gently plays . . .
Upon the sands of time.
— From "Tropic Musings," a poem by Heidi Hart

By MIKE GRANBERRY,
Times Staff Writer

SAN DIEGO—To be the author of a book at 35 is, most would agree, an achievement. To be the author of a book at 16 is almost unheard of. To be thinking of another before you're 18, to have the goal of winning the Nobel Prize—these are not the things most high school dreams are made of.

High school is an interesting world these days. There are girls, and guys, with waxy purple hair and lockers full of Madonna records. At San Diego High, almost every nationality in the U.S.A. answers the bell each day. And among the athletes and punkers, surfers and gang members is a girl of 16 known as school poet.

SAN DIEGO COUNTY

Published school poet.

Heidi Hart is a junior at San Diego High, a magnet school, where for less than a year she has been in a program in creative writing. She has lived in Hawaii (the inspiration of the above poem) and Thousand Oaks, which, needless to say, was less inspiring than Hawaii. Somewhere along the way, she learned to write. Not just dreamy teen-age wanderings, but poetry.

"The things I've seen of hers are way above what other students hand in," said Mary Rose, her journalism teacher. "They're at a much higher level. Most student poetry is obvious—there's only one layer to peel back. Hers is multidimensional, and much more interesting for that reason. She's a much deeper person than a lot of the students I've seen."

She also isn't timid about taking initiative. Pleased with some of her poems, she recently wrote a letter to Doug Emry, publisher of Writers West magazine, which is based in San Diego. Emry liked her work well enough to act as publisher of a small volume of verse, "The Art of Astral Flight." The smiling face at autograph parties at The Book Mark Bookstore on Adams Avenue (where she will be Sunday from 2 to 4 p.m.) and at Upstart Crow bookstores around town is none other than Heidi's.

DAVID McNEW

Heidi Hart at school with her book, "The Art of Astral Flight."

She admits that being published is a bit heady. It is, however, a form of recognition she enjoys and hopes desperately to continue. She has found her peers to be remarkably supportive, free of envy and standoffishness, and overwhelmingly curious to find out what's coming next.

What is coming next?

She'd like to write a novel—"I'm only human," she said with a laugh—more poetry, maybe a screenplay, and of course, bag the prize known as Nobel somewhere down the line. For what may seem an incredibly ambitious adolescent, she does not, however, plan to attend college.

"I'm not real diligent," she said. "Thank goodness, writing things has forced me to be more disciplined. But I'm afraid I don't see the classroom that way. In that environment I just haven't realized my potential. And college is a whole different world, one that I guess leaves me in awe."

Heidi's grades are OK but not exceptional. At the moment she has two As, a B and a couple of Cs. If forced to take a college entrance exam today, she's convinced she'd score well on the verbal while reaching a new low in math.

Molly Hart-Richards, her mother, said she isn't worried about her daughter's coolness toward the ivy-lined lanes of college—not yet.

"I think she'll eventually go," she said. "She has one more year to make up her mind. I think she'd like a year or two to see what life's really like. She loves travel. Scandinavia has special appeal. Much of her ancestry was Scandinavian. She has a spiritual feeling for the place."

Like her daughter, Hart-Richards believes in past lives. She believes her daughter once lived in Scandinavia, and that maybe she knew her. She thinks her daughter may be psychic.

Heidi's maternal grandfather was a poet.

"He wrote a lot during World War II," said Hart-Richards. "That's a definite genetic link. Heidi has written poetry since I can

POET: 16-Year-Old Writes With Depth

Continued from Page 1

remember. It's a mystical thing, and now, perhaps, even her obsession."

She writes "prolifically every day, seven days a week," her mother said. Her evening consists of a walk "to clear her head," then three to four hours of intense poetry in a loft at the family home near Mission Bay.

Rose is impressed.

"Somebody needed something written for the school yearbook," Rose said. "Heidi agreed to write it and did a marvelous job. When it finally appeared, it wasn't some dreamy sophomoric nonsense, it was good. That gave me the feeling she could be a writer. It was like a command performance. It required discipline and agony. She came through, but not without sweating it out and doing so willingly."

At the moment, Heidi lives with her mother and stepfather; she used to live with her father and stepmother. She has a 5-year-old half-brother from one family, a 2-year-old half-sister from the other. She's attached to both, loving children in a way that transcends a sister's affection.

She finds them inspiring, conveyors of the purest form of human emotion—love, kindness, innocence, trust, gentility. She wants to be a mother someday—a dream even bigger than poetry. It's the kind of dream that concerns Mary Rose, who worries about female high-schoolers in a fundamental way.

"I worry about them getting married and changing diapers instead of writing," she said. "That's my main fear for any young girl—that they won't have a room of their own. I worry also about young writers turning out like Sylvia Plath—though I don't see that

BEST COPY AVAILABLE

happening with Heidi. She's extremely normal." (Plath was a successful writer who committed suicide.)

Almost everyone who knows Heidi agrees. Despite being introspective, private and serious, she is, they say, outgoing, cheerful and gregarious. In serious moments, she worries about some of the same things that concern Rose. She sometimes feels alarmed by the number of classmates who are pregnant.

"One friend is married at 15," she said. "I can't fathom that. Another friend has just had a baby. At our age, that's intimidating, more so than any thought of college."

Heidi thinks her parents being divorced has had more than a little to do with making her more private, more given to quiet reflection than the outbursts of teen-age enthusiasm.

"It's left me exposed a lot more," she said. "It's given me more to strive for. When you endure, as I have, it leaves you with goals—a need for goals. So many kids I know don't know what they're going to do past their senior years. I couldn't live like that. I have to have goals."

Rose calls that a strength. Heidi calls it fear. She has real anxiety about "winding up like Emily Dickinson, where somebody finds a trunk 32 years after you're dead, and all of a sudden, you're famous."

"Maybe it's ego, but I want recognition," Heidi said. "I don't have fantasies of walking out of a limo on Academy Award night. That strikes me as really superficial. I don't think I'm superficial.

"But I want to write, because it pleases me. I hope it pleases you. Like any young person, I hope to reach people, hope to change things. I at least hope to try.

"I worry about being stereotyped. I don't want to be perceived as some 'What-is-reality?' flower child who walks around in Earth Shoes, muttering everything in rhyme."

If her walks were beside the beaches of Hawaii, maybe Earth Shoes wouldn't be a bad fate. For every second of island fever she experienced, she felt hours, days, weeks and months of the most

Please see POET, Page 10

POET

Continued from Page 5

serene, kind of bliss imaginable. Hawaii is, in her mind, a spiritual cousin to Sweden—a place of beauty and dreams, enchantment and awe.

"In my wildest dreams, I could never imagine a place so lush, so green, so full of good-hearted souls," she said. "But please don't label me a nature poet. I'm afraid I'm not the kind to be inspired by a leaf falling in the forest. I have trouble reading that stuff, much less writing it."

She most likes philosophy. "The Little Prince" was a childhood favorite. Abba, the Swedish rock group, is a current rave, as is Swedish composer Toomas Tuulse, who also is a friend. She met him in Hawaii, and he has since become a pen pal. He has whetted her appetite for one day moving to Scandinavia, and has given unselfish advice on the fine points of writing and thinking.

He and other friends may have inspired "Wanderlust":

Fascination carries from exotic place to place—
Watching all the world in life's eternal human race—
London fog and Grecian ruins, the Louvre and the Seine—
Carriages and castles and a warm Parisian rain . . .

"I miss my friends," she said. "But being apart has improved my writing. I don't have the money to call, so letters are how we talk. Beyond that, writing is an emotional release like one I've never known. It's one I hope to continue, long into adulthood. It's what I hope . . . will be my life."

From the editor

Now for the good news.

Our young people.

In The Tribune this week you will find two new features that celebrate the magic of our school-age citizens.

On the back page of our Metro section today is the first issue of Students' Express. It's by and about students in schools throughout the city and county. Even the title was chosen in a schools contest, and the page is produced by students with the help of the County Office of Education and members of The Tribune staff.

Bunry Vor, a junior at San Diego High, escaped from Cambodia in 1977, swimming rivers, picking his way through mine fields, dodging bandits. He writes about the break for freedom that changed his life, and tells how he hopes to return to help his people as a doctor.

Students' Express offers a Pro and Con by students on the balance of athletics and academics. There's a poet's corner, and a column of words of wisdom from our youths. Winning photographs and mini-movie reviews also will be included.

Students' Express will appear monthly.

THE TRIBUNE

A page by the county's youth for the enjoyment of everyone

STUDENTS' EXPRESS

Cambodia's horrors scar youthful memories

ESCAPE FROM THE KILLING FIELDS

Bunry Vor, a junior at San Diego High, writes of hardship and freedom

ON APRIL 17, 1975, the communist Khamer Rouge took over Cambodia. I and my family were living in the capital, Phnom Penh. The government told all the people to live on the farm. At the farm I worked hard for them every day.

If I did not work hard they would have killed me. I lived on the farm called Batombang. I didn't have enough food to eat, sometimes I didn't have any food at all. My grandfather, Seng-Bun, was 63 years old. He had black hair and black eyes. His skin was a little dark. He was very slender. He died in 1976 because he didn't have any food to eat.

One day I didn't have any food. I went to steal the coconut at the temple. The Khamer Rouge soldiers caught me.

They tied me and put me in the jail underground. I couldn't see anything for about 24 hours. Before I left for home, they told me if I came back to steal a coconut again they would kill me and my family.

In 1979 the Vietnamese troops took over the Cambodians. They killed the Khamer Rouge. When the Vietnamese troops got into my village, I and my family escaped to Thailand.

More than 300 people tried to escape. The Vietnamese troops shot at the people, including my family. I ran up to the top of the mountain with my friend.

His name was Vannara Pao. He had black hair and black eyes and was slender and short, about 5 feet 1 inch tall. My family and other people escaped to Thailand. Some of them were killed on the mountain, Phom Churt. I stayed on the mountain for two days with my friend with no food or drink.

I slept on the mountain until the Vietnamese troops had gone, then I walked to Thailand with my friend, without a map. I just walked north.

When I was close to border of Thailand, I saw a sign on a tree that said, "Dangerous." It was the mine field. I walked first, Vannara walked behind, always stepping on my footprints. I walked about three miles. I saw another sign that said, "It is safe, no mine field."

I and Vannara got to a Thailand farm. The people that lived in the farm were very bad. They robbed me and my friend, but I was lucky. I got away. They shot at me, but because of the trees they missed.

I moved to a big tree. I hid beside it, then I climbed up it. They came and looked around the tree. They had killed my friend with a knife and took his gold watch and necklace from his body. When all the robbers left I stayed in the tree till sunset.

Then I ran to the Cambodian camp that was not far from the tree, about two miles away. But Thailand soldiers were around the camp. I tried to get into the camp a little at a time. About three o'clock in the morning I finally got into the camp.

I didn't have anything to eat. I had gold and a watch that I sold. They gave me 10 dollars for the watch and 80 dollars for the gold. I spent that money until I found my family. When my mother saw me she ran and hugged me. She thought I had died in the forest.

There are nine people in my family, four brothers, one sister, my parents and my grandmother. My two brothers died because the soldiers shot them.

Now I live in America with my family in a house and we have a TV, a video, and lots of food to eat. I am very lucky to come and live in the United States of America.

For a future, I want to become a doctor. When I become a doctor, I will go back to Cambodia and help my people that are sick and injured. Many people die every day in Cambodia.

San Diego, Monday, January 20, 1986

THE TRIBUNE

A page by the county's youth for the enjoyment of everyone

STUDENTS' EXPRESS

POET'S CORNER

Poet Heidi working on second book

At age 16, Heidi Hart has set lofty goals for herself. Her first book of poetry, "The Art of Astral Flight," was published last summer. She is working on her second collection of poetry, "Pieces of Thought," which she hopes to publish within a year.

But Hart, a junior at San Diego High School, eventually wants to be "not just a poet, but a writer."

"I'd like to write a novel sometime in the future," says Hart, who lives in Pacific Beach. "I want to be a serious novelist."

After graduating from high school, Hart plans to travel and enrich her range of experiences before returning to school.

"I'm very interested in metaphysical ideas. ... I people watch a lot and I get a lot of inspiration from that."

Her ultimate goal: to win the Nobel Prize for Literature.

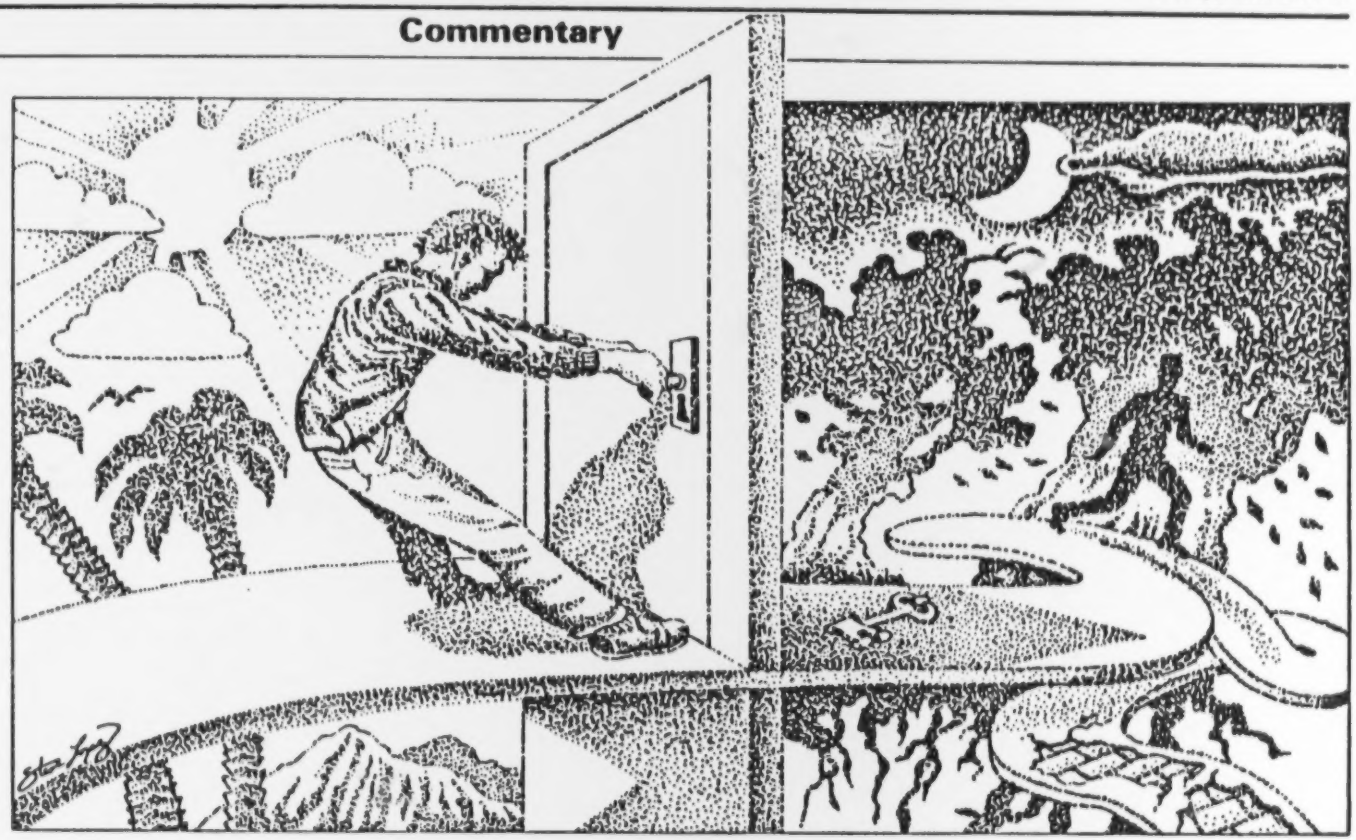
Guardian Angels

Angels' wings I do beseech
Crescent moons I cannot reach
Bless for me my loves afar
Powerless as mortals are ...
Fast asleep while shadows woo
Breathing deep as dreamers do
Mental message, speed of light
Penetrate the dark of night
Those who safe my secrets keep
Worlds away do touch me deep
Confidante and closest friend
More than just a thought I send ...
Souls embrace and kisses blow
Hold them fast then let them go
Angels' wings I do beseech
Crescent moons I cannot reach
Bless for me the people who
Make of life a dream come true ...

Heidi Hart, 1985 (8¾0)

Commentary

'Tough and Cool' Is Not the Way to a Good Life



By ROBERT NEUMEYER JR.

I always admired my older brother Billy. Not because he was kind and took some time off to play ball with me once in awhile but because he was Mr. Cool on the block.

He always got in trouble with the law and never gave a damn. I was so proud to be his brother. I wanted to be just like him when I grew up. My friends said I was lucky to have a brother like that. I thought to myself, yeah, I was real lucky.

I wanted to follow his footsteps, so I soon became just like him. When that happened, I almost destroyed my life as he did his.

Billy knew I had modeled myself after him, and he hated himself for that. He had to save me, and he did. But he could not save himself. My brother Billy died four years ago of a drug overdose. He was only 25 years old. What a waste.

I remember that year very well—the year when Billy died. I was in eighth grade. That was the time when peer pressure was in. I had to live up to my brother's name. Since my brother smoked weed and always got in trouble, why not me? This was going to be my best year, I thought to myself. I was becoming the coolest guy in school and everybody liked me. All because of my fantastic brother.

Billy was in Dallas that year. He moved a lot in the United States for many reasons. He was living in the fast lane, and it was time for me to switch over to the next lane and catch up with him.

In reality, I was going down hill. My grades were dropping very rapidly. I was suspended from school a couple of times, and my home life was messing up. I fought with my parents every day. But I loved it because my cool brother did the same thing when he was my age. Even though my brother was 12 years older, we seemed to be only one year apart.

Then the day came. I was watching TV while my mother cooked dinner. My father was reading the evening newspaper in the living room. There was a sudden knock at the front door. I don't know why, but my mother always rushed to the door.

Something about that knock on the door made me get up and walk silently to the hallway and peek out to see who the visitor was. It was a police officer. I felt strange, as if my stomach and heart had nothing inside. Chills ran all over my body, but I covered up my feelings. I made myself believe that my brother was in trouble again and the police had come to find him. For some reason, I wanted to stop my mother from answering the door, but I was too late.

I watched silently in the back of the hallway and saw my mother invite the young man in. The man looked tired and sad. His face was pale, colorless. My mother brought him into the living room to greet my father. I listened carefully, trying to pick out a few words and figure out why he was there. I was soon startled when I heard my mother cry out "*No!*" I jumped back. I wanted to know what happened, but I felt it was something awful and did not want to hear.

My mother rushed into the hallway, calling my name. She stared into my eyes with the strangest gleam. Tears began to grow from her eyes and then she said it: "Billy is dead."

I wanted to put my arms around my mom and give her the biggest hug I could ever give. I also felt as if I wanted to forget the whole thing and run and hide forever. I did neither. I stood there with a blank look and showed no emotion.

I stayed that way for a couple of days. I got the rest of the details later on. I thought to myself: "Why him? He was the best brother anyone could have. He was cool and tough and, and . . . ." I could not think of any more reasons. "Tough" and "cool" were the two words I could think of. Both sounded ridiculous the more I said them.

It was ridiculous. Tough and cool is not the way to go through life. Love and honor is the way.

When I first heard Billy was dead, I did not believe it. But reality sunk in when I saw him lying so cold in the casket in the funeral home. I looked down at him very closely. "You don't look tough or cool at all," I said to myself. "You're just a child."

Twenty-five years is too damn short a time to live. And those years were not great for him. Matter of fact, it was awful. Always on the run so no cop could catch him. He did not know who to trust and be honest with. He also lived in shame.

The last time I saw him alive we had a good talk. He saw that I was changing for the worse. He knew why, too. Billy gave me a speech telling how he had shamed our parents. He told me to pull away before it was too late. He wanted me to be the good son in the family and make up for all the trouble he caused our folks. But, like a dumb kid, I let his words go through one ear and out the other. I still wanted to be like him.

Billy died for me. He knew that would straighten me out, and it did. Somehow, he was pulled into a room of pain, but before I could follow him in, he closed the door and locked it. Now I can't even smoke a cigarette without feeling a slight guilt and feeling Billy is behind me, looking over my shoulder in disgust.

I wish he could come back just once so I could tell him how great he really was, even though he would not believe me. I want to tell him what I learned from his mistakes. I learned to be myself and no one else. I will never take any drugs in my life. I am getting better grades now, and my parents and I are closer than ever.

I look back and I notice that this major trauma changed my life indeed. I could have turned out to be like my brother and die too young. Yet I changed direction and became a more mature person. I am looking forward to the years ahead now. I love my life, and I am not going to blow it. Billy will never be forgotten, now or ever.

Robert Neumeyer Jr. is a junior at San Diego High School.

I-7
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75

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San Diego High School Writing Academy

The Write Stuff

May/June 1986

Wherever-Forever

Kethmany Vorachack

Who's to say-how long is forever?
Is forever a lifetime?
Or could it be never ending?
For this is how I feel!
Ever-ever, never to change-
Forever to love you.
To the end or beyond-
Either way it's a longtime.
I can say this to you-

And mean it too.
Forever I love you...
Let us forget about tomorrow
And love today-

While we are alive.
Let us love each other like,
There is no tomorrow-no forever.
From moment to moment-just today.
"Live and Love For One Another."
Who's to say-how long is forever?
We may never see another day
We may never have another chance
So let me say today-

I Love You Forever ...
...Wherever Forever is...
...It Seems To Have No End!

Senor

S.W.-M.
D.L.

Señor:

Me muero de Esperar sin Verlo
solo vivo por la dicha de Amarlo,
se que nunca llegare a poseerlo
pero me falta valor para olvidarlo,
No se de donde vino este amor
que me alegra y me tortura,
solo se que fue el destino
y para mi se ha convertido en locura...

Señor:

Dame un corazon grande para amarlo
y un imenso valor para olvidarlo...
Si lo ves Señor,
Dile que lo estoy olvidando
pero no le digas
que te lo dije llorando...

Através del Tiempo

Mirna Barrera

Atraves de la vida he conocido muchas cosas hermosas,
he soñado y me he ilusionado con la esperanza
de encontrar el amor y la amistad-
la amistad sincera que nunca se acaba
y dura toda la eternidad.

Hay momentos dificiles en la vida en que
se siente triste y quisiera desahogarse
con una amiga sincera que te de la mano,
que te de consejos que te lleve a un mundo mejor,
donde el amor y la amistad sea el mejor factor
hacia una vida mejor.

Life Goes On

Heidi Hart

So sad the song that brings to mind
His way of life and laughing eyes
The things I choose to leave behind
Forever I'll romanticize

My heart and I are far away
In silent shock from all the pain
The reason we survived today
Is knowing all we've yet to gain

I didn't want to be consoled
For tears that fell for pity's sake
If life goes on then so I'm told
We learn from every big mistake

I tried to say we'll be apart
For people that we'll yet to meet
For every new and better start
When broken hearts are obsolete

He let me go, accepting this
Insisting that he be my friend
A fallen tear, a final kiss
Another game of let's pretend

My indecision long ago
Said nothing on a careless whim
But now I guess he'll never know
I hate myself for losing him

Emotions strong are so extreme
We said good-bye and now he's gone
I haven't lost the right to dream
So once again my life goes on....

La Jolla/Jon/Streak

Barbara Berthelet

As the white glittery
waves connect
they almost form a
union
but are haulted in
their construction
by an abrupt meeting,
of the shore

Friends and Lovers

Heidi Hart

Once upon a time we lived happily ever after
remember all that laughter?
Just the three of us
The best of both worlds can't be had
for very long if at all
And sometimes
the person you can't stand to be in the same
room with holds the key to your heart
Lose a friend to gain a lover
who is also a friend
Or so I thought
dreamer that I am
Is anything ever that simple?
All those games of Let's Pretend
and all those conversations
I considered my sanctuary
lost
because pain overshadows a memory
however wonderfully intense it might be
But before tragedy struck
before feelings were felt
before sacrifices were made
before everyone was crippled by a broken heart
I entrusted you with
every emotion
every secret fantasy
every deepest desire
and every cause and effect I had experienced
because you were the one I rushed to call
the one who enriched a day and made it
worthwhile
the one I did not place on a pedestal but
rather loved unconditionally
You live on in my dreams
because once I am asleep I've no control
no wall of indifference with which to defend
myself
Older and wiser now aren't we?
My fault
or is it just that everything happens for a
reason?
Believe it or not
I've a saddened soul and I cried too
I didn't claim any victory
and there are no rewards in adversity
When our eyes meet there is no escape because
a heart is reflected in them
I'm sorry it was I who inadvertantly taught
you about unhappy endings
I had no intentions
and perhaps that was my downfall
One of us regrets
One of us is embittered
Both of us so intense

Friends and Lovers

(con't)

Yes, life goes on
It always does
But first we try to tear ourselves away from change hard to accept and learn from our mistakes
Had we never befriended one another would we be happier today?
To the friendship-to the love- that has since become a piece of the past... may it rest in peace
Wherever, whoever you are, now
Be Happy

Truth

Barbara Berthelet

Truth is strong
and fighting
It is like a
bright light
shown in your
face
you put on your
sunglasses
and let it filter
through
the light is
strong
the light is
true
see the light
see the light
go to the light
but you cannot
it surrounds you
you are in the
center of the sun
you cannot escape
but one way
through the
tunnel
Shall it save you
or consume you

Mi Madre

Maria Alfaro

En este dia de las madres
yo quiero que seas feliz
tu mereces esto y mas
por lo buena que tu has sido
yo he tenido tu ternura
he tenido tu amistad
tu comprension y tu infinita bondad.

Tu abogabas ante todos para sacarme adelante
yo como la mayoria quiero a mi madre bastante
ella me comprenda a mi, y me disculpa ante todos
para ella soy la unica
y pára mi ella es todo
yo la quiero y la respeto
y ella tambien a mi
por eso la amo tanto y le brindo comprension
ella para mi lo es todo
y yo para ella, la mejor.

Te quiero tanto, mama que no se que hare cuando faltes
me acostumbre tanto a ti que nunca me resignare
tu para mi lo eres todo
y yo para ti la mejor.

Spectator Sport

Heidi Hart

Bases loaded, and he's up to bat-
The pressure's on
Look at those cool, blue eyes
that firm physique
that awesome stance
Definitely a natural
Strike one
Strike two
You're out.

America

Patrick Loveless

America, I salute you for what you have given me. I don't have much, but I possess the most important thing in this life, freedom. Freedom to learn, learn all that there is to know. I admit that I am young, and have not tasted life to it's fullest. But you need not be old or experienced to see what this land has to offer.

People say America can be cruel, but I disagree. This place, America, where our fore-father have ventured is a land in which we should respect more, not put down. Many, including I, take many things for granted, such as waking up and knowing what time it is. That isn't technology, that's life. But life that has to be understood for it to be live.

I have to admit that I have dreamed of another place where things were better, but I do understand reality, which is that this could be the only life I live. For me to be born and raised in America, I thank God. I hope that the future of my sons and daughters is the same because America is more than just a place on the world map, it's freedom for all.

Where do Rejected Youths Go?

Elizabeth Andrade

Many rejected, neglected and abused youths are not aware of help offered to them in the San Diego community. There are such places as the San Diego Youth Involvement Project located on 2356 Irving Avenue (Southeast San Diego). The program takes in youths ranging from the ages of 12-17 years. These youths have either been involved with drugs, in trouble with the law, been in gangs, are runaways, or in need of shelter for some other reasons. The shelter offers a short and long term program.

The short term program allows the youth to stay for 21 days. Within this time he or she is counseled and helped with their problems. If in the 21 day period of time the youth has not yet been rehabilitated, they are then transferred to the long term program where they are allowed to stay as long as it takes to help them. One disadvantage of the long term program is that only females are allowed, the males would have to go somewhere else.

The staff consist of counselors, clinical psychologist, parent and student aides, and a cook. Their work at S.I.P. is not as easy as it may seem. The workers become very involved in what they are doing in order to help these troubled youths. It's a shame that these employees don't get the proper recognition they deserve.

The funding for the program comes from the county, state and city. Much is not funded to the program because of its location in Southeast San Diego. At the moment the city funding is getting ready to be cut off. Let's hope that the San Diego Youth Involvement Project will still be there for the youths in need of help.